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# **Английский язык для психологов**

Учебное пособие

Под редакцией Е.В. Никошковой

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Цель пособия — подготовить студентов к самостоятельной работе над англоязычными психологическими текстами, привить навыки реферирования и общения на профессиональные темы. Тематика текстов отражает широкий профиль психологических факультетов. Пособие включает основной курс и раздел для дополнительного чтения. Основной курс — 15 уроков, построенных вокруг современных оригинальных психологических текстов, заданий на проверку их понимания, активизацию и расширение словаря, развитие навыков устной и письменной речи, а также повторение грамматики.

Пособие предназначено для студентов-психологов, аспирантов и профессиональных психологов.

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## ПРЕДИСЛОВИЕ

Настоящее пособие предназначено для студентов старших курсов психологических факультетов университетов после завершения подготовки на базовом уровне и начального ознакомления с научно-популярными психологическими текстами. Пособие может также использоваться в работе с аспирантами и профессиональными психологами, желающими совершенствовать свои знания английского языка в группах или самостоятельно.

Цель предлагаемого пособия, ориентированного на коммуникативно-деятельностный подход, – подготовить студентов к дальнейшей самостоятельной работе с англоязычными психологическими текстами, привить навыки реферирования и общения на профессиональные темы.

Структура пособия определена этими задачами.

Оно состоит из 15 учебных блоков или уроков, построенных по единой схеме:

I раздел. Список активной лексики и упражнения на ее закрепление и активизацию.

II раздел. Основной текст урока на изучающее чтение и упражнения на проверку его понимания.

III раздел. Работа над языком текста.

IV раздел. Устная речь по теме урока.

V раздел. Письменная речь.

VI раздел. Повторение ряда важных грамматических тем и выполнение соответствующих упражнений.

Кроме того, в конце дается «Приложение» – тексты, которые могут быть использованы в качестве дополнительного материала для домашнего чтения.

В пособии делается акцент на расширение активного и рецептивного словаря студентов, так как без создания некоторого словарного запаса нельзя подготовить студентов ни к чтению специальных текстов, ни к устной речи на профессиональные темы. Поэтому, помимо поурочных списков активной лексики и предтекстовых упражнений к ним, в каждом уроке значительное место уделяется послетекстовым упражнениям на закрепление и расширение словаря (подбор синонимов и антонимов, упражнения на словообразовательные модели, на перевод терминологических словосочетаний, состоящих из знакомых компонентов, и др.)

Работа над пособием предполагает усвоение студентами 750–1000 новых лексических единиц. Этому способствует и подбор текстов из современной оригинальной психологической литературы, интересной как в языковом, так и в содержательном плане. Они охватывают такие важные темы, как интеллект, креативность, мотивация, эмоции, способности, характер, депрессия и др. Кроме того, предлагаемые тексты открывают широкие возможности для обсуждения, которые реализуются при работе над разделом «Устная речь». В этот раздел включен еще один оригинальный текст, тематически связанный с основным текстом урока. Он дается на просмотровое чтение, на выявление основной идеи текста или абзаца, быстрый поиск по тексту ответов на заданные вопросы и т.д. В разделе «Устная речь» много дополнительных материалов, в том числе выполнение тестов с последующим их обсуждением, составление диалогов на заданные темы. В конце раздела предлагаются темы для устных докладов.

Раздел «Письменная речь» начинается с задания кратко изложить в письменном виде сделанный уст-

но доклад и заканчивается заданием на обобщающий перевод с русского языка на английский связного текста по теме урока.

В конце каждого урока кратко, в основном в табличной форме, поясняется грамматическая тема (инфинитив, причастие, герундий, модальные глаголы, сослагательное наклонение, косвенная речь и др.) и предлагаются соответствующие упражнения.

При работе над пособием следует учесть следующие обстоятельства:

Во-первых, пособие составлено для завершающего этапа изучения языка в вузе, и для облегчения работы над ним желательно предварительное, хотя бы ограниченное знакомство с научно-популярными психологическими текстами. В частности, по книге Е.В. Никошковой *Английский язык для психологов* (М., 2002), предназначенной для переходного этапа к чтению литературы по специальности.

Во-вторых, в настоящее время в разных вузах на изучение иностранного языка дается разное количество часов, причем разброс очень велик (250–600 часов). В идеале, при работе над настоящим пособием желательно иметь, по крайней мере, 10 часов на каждый учебный блок. Естественно, что при ограниченной сетке часов и слабой подготовленности студентов преподаватель будет испытывать дефицит времени. В этом случае с учетом более узкой специализации студентов можно отобрать для изучения не все учебные блоки, а внутри блока исключить дополнительные материалы (напр., выполнение тестов и обсуждение их результатов). Кроме того, часть материалов можно перенести на внеаудиторную работу. Что касается грамматического раздела, то его изучение является факультативным. Поскольку большинство грамматических тем ранее уже обсуждалось, можно не повторять их, если студенты не делают связанных с ними ошибок.

Предлагаемое пособие создано на кафедре английского языка Российского государственного гуманитарного университета и является результатом коллективной работы. Части (учебные блоки) I, II и V подготовлены Е.В. Никошковой; III, IV, VI и XII – З.В. Печкуровой; VIII, IX, X, XI – М.Г. Степановой; VII, XIII, XIV, XV – Г.В. Бочаровой.

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## Unit I

### INTELLIGENCE

#### APPROACHING THE TOPIC

**Discuss the following questions.**

1. What is intelligence, to your mind?
2. Does intelligence depend on age?
3. What psychological processes is intelligence connected with?
4. Is it possible to measure intelligence?
5. Who of outstanding psychologists studied intelligence?

#### VOCABULARY

1. alienate, *v* – отделять, делать чужим; охлаждать (привязанность, дружбу и т.п.)  
alienation, *n* – отчуждение; охлаждение (чувств)  
mental alienation – умственное (психическое) расстройство
2. (to be) aloof, *adv* – держаться в стороне (отчужденно, равнодушно)
3. apparently, *adv* – 1. явно, очевидно, несомненно; 2. видимо, по-видимому, вероятно
4. attribute, *n* – отличительная черта, качество, свойство  
attribute, *v* – (to smth) приписывать; относить (к чему-л.)  
attribution, *n* – атрибуция; приписывание, отнесение (к чему-л.)
5. autism, *n* – аутизм  
autistic, *a* – аутистический
6. average, *a* – 1. средний; 2. обычный, нормальный, средний;  
on an/the ~ в среднем
7. capacity, *n* – 1. способность, возможность; 2. объем, емкость; respiratory ~ дыхательный объем, specific ~ удельная емкость
8. chart, *n* – диаграмма, схема, чертеж, таблица

9. circumstances, *n*, *pl.* – обстоятельства, условия, положение дел; under the ~ при данных обстоятельствах; under/in no ~ ни при каких обстоятельствах
10. complete, *v* – заканчивать, завершать  
complete, *a* – 1. полный; 2. законченный  
completely, *adv* – совершенно, полностью
11. confirm, *v* – подтверждать  
confirmation, *n* – подтверждение, доказательство
12. degree, *n* – 1. степень, ступень; to some ~ в некоторой степени; 2. положение, ранг, звание; 3. градус
13. endow, *v* (smb. with smth.) – одарять, наделять; man is ~ed with reason человек наделен разумом  
endowment, *n* – дарование, талант
14. expose, *v* – 1. выставлять; подвергать воздействию; 2. раскрывать (тайну и т.п.)  
exposure, *n* – 1. экспозиция, выставление; 2. разоблачение
15. facet, *n* – грань, аспект; to study all the ~s of the matter рассмотреть дело со всех сторон
16. feat, *n* – подвиг; to perform a mental ~ совершить умственный подвиг
17. guide, *v* – 1. направлять, руководить; 2. стимулировать, направлять, вдохновлять  
guidance, *n* – руководство; educational ~ педагогическое руководство; vocational ~ профориентация
18. impact, *n* – влияние, воздействие
19. insight, *n* – 1. инсайт, догадка, озарение; 2. проницательность, способность проникнуть в суть; 3. понимание, интуиция
20. intermediary, *a* – промежуточный, переходный; ~ group промежуточная группа
21. interplay, *n* – взаимодействие, взаимосвязь; an ~ of factors взаимодействие факторов
22. lack, *n* – недостаток, нехватка; (полное) отсутствие  
lack, *v* – испытывать недостаток (в чем-л.); нуждаться (в чем-л.)
23. male, *n* – мужчина, лицо мужского пола  
male, *a* – мужской, мужского пола  
female, *n* – женщина, лицо женского пола  
female, *a* – женский, женского пола
24. overall, *a* – общий, полный
25. overlap, *v* – частично совпадать, частично перекрывать друг друга; psychology and medicine partly ~ психология и медицина частично совпадают друг с другом



26. peer, *n* – ровесник
27. pervasive, *a* – распространяющийся, проникающий (повсюду)
28. possess, *v* – обладать, владеть  
possession, *n* – обладание, владение
29. puzzle, *n* – 1. трудный вопрос; 2. загадка, головоломка; 3. замешательство, недоумение  
puzzle, *v* – озадачивать, приводить в замешательство (смущение); to ~ smb. with a question смутить [озадачить] кого-л. вопросом
30. refer, *v* (to) – 1. относить (к); 2. ссылаться (на); 3. иметь отношение (к)  
reference, *n* – 1. ссылка (на кого-л., что-л.); 2. упоминание, сноска (в книге); 3. рекомендация, отзыв; 4. соотношение, отношение, связь  
in reference to *prep.* – относительно  
reference point – точка отсчета  
reference system – система отсчета
31. score, *n* – 1. очко, балл, оценка; 2. количество очков, счет  
score, *v* – подсчитывать очки, оценивать
32. set up, *v* – организовать, создать
33. spirit, *n* – дух, душа  
spiritual, *a* – духовный

## DEVELOPING VOCABULARY

**Exercise 1.** Translate the following word combinations into Russian paying attention to your active vocabulary.

to be completely (finally, temporarily) *alienated* from one's friends, peers, and relatives; to *alienate* the entire class; complete (temporary, permanent) *alienation*; to be socially *aloof*, to keep coldly *aloof*, to be *aloof* from excitement; beauty was an *attribute* of all the members of the family; he *attributed* his success to hard work; the play is *attributed* to Shakespeare; *autistic* behavior (children, thinking); to be an *average* man, to possess *average* abilities, an *average* reader, *average*

intelligence; below the *average*; mental *capacity*, hereditary *capacity*, adaptive *capacity*, functional *capacity*, *capacity* for transfer; a correlation *chart*, a probability *chart*, a psychometric *chart*; the *chart* of a patient; under favourable *circumstances*, *circumstances* of one's life, to investigate all the *circumstances* of some accident; to *complete* a task (some work, University studies, some experimental investigation); *complete* independence (ignorance, fool, surprise, stranger); to *confirm* a message (some news, facts, a hypothesis, one's statement, conclusions); *confirmation* of some letter (report, statement, data, evidence); the highest *degree* of some skill, by *degrees*, to a certain *degree*, to what *degree*?, the *degree* of Bachelor (of Master, Doctor), to study for a *degree*, to have a London *degree*; 10 *degrees* below zero; to be *endowed* with good imagination (mathematical abilities, various gifts and talents, a sweet voice, quick-mindedness); natural (mental, various, extraordinary) *endowments*; to *expose* smb. to risk (danger, a trial, rain, sun); to *expose* some secret (one's plans, intentions, some mystery); *exposure* to weather (cold, radiation, the influence of the environment); *exposure* of a crime (smb.'s evil actions, a criminal, a liar); to be endowed with great *insight*, *insight* into human nature, to gain *insight* into a person's mind; to *guide* the teaching process (some psychological training, an experimental research); under the *guidance* of some leader (teacher, psychotherapist, research worker); a *lack* of patience (intelligence, balance, capacity, knowledge, achievements); to *lack* courage (words, skills, experience, interpersonal contacts, love and understanding); a *male/female* child (line, organ, alcoholism, disease, character, features); *overall* scoring (death-rate, efficiency, measurements, number); a *pervasive* smell (fear, influence, cold); to *possess* some qualities (good health, patience, the knowledge of three foreign languages, attractiveness); the question *puzzles* me, he was *puzzled* how to act; to

*refer* a patient to a specialist, to *refer* to a dictionary, to *refer* ill temper to failure at the examination; to make *reference* to one's past experience (some previous conversation, the role of vocational guidance, a dictionary); *reference* letter (library, book, list); a representative (critical, derived, graphic ) *score*; to *score* advantages (success, the results of some test, students' papers), to *score* at smb.'s expense; to *set up* a situation (a committee, a laboratory, a new psychological school); *spirit* and matter, in the *spirit* of love and respect, poor in *spirit*, a man of *spirit*, to break one's *spirit*

**Exercise 2. Translate the following word combinations into English using your active vocabulary.**

*Охлаждение чувств; отказ рабочих от работы из-за низкой оплаты; психическое заболевание; охлаждать дружбу*

*Быть в стороне от волнений; держаться отчужденно; уйти от мира*

*Отличительная черта хорошего студента; объяснять успех упорным трудом*

*Приписывать авторство Пушкину*

*Аутистическое мышление; аутистическая память, детский аутизм*

*Средняя продолжительность жизни; средние способности; работать в среднем 7 часов в день*

*Производительность труда; работоспособность; приспособляемость; объем памяти*

*Температурный листок; таблица цветов*

*При данных обстоятельствах; обстоятельства [условия] жизни; изменить обстоятельства*

*Окончить третий курс; быть совершенно удовлетворенным ответом; завершение образования*

*Подтвердить* назначение; *утвердить* решение; *укоренившаяся* привычка; *закоренелый* пьяница

*Степень* свободы; *постепенно*; в большей или меньшей *степени*; научная *степень*; получить *диплом* психолога

Природа *наделила* его большой физической силой; у него много *дарований* [*талантов*]

Испытание на *воздействие* внешней среды; *разоблачение* лжи; *подвергать* воздействию холода; *подвергаться* влиянию дурной компании

*Руководить* чьей-л. исследовательской работой; *руководствоваться* чувством долга; *профориентация*; для сведения и руководства

*Обладать* [*сохранять*] терпением; *владеть* собою; *одержимый* гневом

*Направлять* больного к специалисту; *рекомендовать* студентам книги

*Справляться* у специалистов; *ссылаться* на других авторов; *сноска*; *библиография*

*Создать* лабораторию; *вводить* новые правила.

**Exercise 3. Translate the following sentences into Russian paying attention to your active vocabulary.**

1. She *was alienated* from her friend by his foolish behavior. 2. He never thought that the quarrel would result in their *complete alienation*. 3. Childhood deprivation, parents' neglect and a *lack* of friends contributed to his *mental alienation*. 4. To be accepted by your *peers* you should behave differently, you shouldn't *keep coldly aloof*. 5. Your icy *aloofness* makes others avoid any contact with you. 6. The boy is *apparently* an *autistic* child, who is extremely preoccupied with his own thoughts and fantasies. 7. I would *attribute* his in-

adequate behavior at yesterday's meeting to his bad temper and *lack* of patience. 8. *Apparently*, we can *attribute* his achievements and success to hard work and industry. 9. *Capacity* is the full power of an individual in respect to any function. 10. *Capacity* is dependent upon native *endowment* and favorable environmental conditions for its optimal development. 11. A *chart* is a diagram, a graphical representation of any kind involving two or more variables presented in such a way as to bring out the essential relationships. 12. *Under no circumstances* should you have accepted the offer. 13. Under most ordinary *circumstances* people may be unaware of their feelings. 14. Subjects were given a timed test to *be completed* within the established time limits. 15. His *scores* for the test turned out to be above the *average*. 16. The hypothesis has now been *confirmed* by new experimental data. 17. He is getting better *by degrees*, but it will be some time before he is *completely* well. 18. He suffers *to such a degree* that he can't eat or sleep. 19. *Endowment* is a gift or talent that a person has by nature. 20. Since the time of *exposure* was too short, he got only a vague view of the object presented. 21. *Exposing* subjects to embarrassing situations aroused their anxiety. 22. Before drawing conclusions, all *facets* of the problem should be studied carefully. 23. You must be *guided* by your sense of what is right and just. 24. *Vocational guidance* is the process of assisting an individual to choose a vocation. 25. The picture attracted his attention by the *interplay* of light and shade. 26. Many teenagers experience *lack* of understanding on the part of grown-ups. 27. Side by side with *male* alcoholism, *female* alcoholism is gaining ground. 28. *Overall* measurements of intelligence *exposed* an *interplay* of general ability and specific abilities. 29. *Overlapping* responses are responses which occur fast enough for the second to begin before the first has stopped. 30. During adolescence teenagers tend to turn to their *peers* because grouping together is

an aid to self-protection and self-preservation for them. 31. To prove his statement, the speaker *referred* to some article published in the latest issue of the magazine. 32. The laboratory *set up* six years ago is engaged in studying drug and alcohol dependence. 33. Traditionally, the left hemisphere of the brain *has been referred to* as the dominant hemisphere.

**Exercise 4. Translate the following sentences into English using the indicated words from the vocabulary list.**

- |                                      |                                                                                                                    |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| under no circumstances<br>to confirm | 1. Я ни при каких обстоятельствах не смогу подтвердить твои слова.                                                 |
| to be endowed with<br>to lack        | 2. Он одарен прекрасными музыкальными способностями, но у него не хватает терпения заниматься музыкой каждый день. |
| to complete<br>average score         | 3. Хотя он закончил тест раньше всех, его средний балл был не особенно высоким.                                    |
| to overlap                           | 4. Наши интересы частично совпадают.                                                                               |
| facet<br>to be puzzled with          | 5. У этой проблемы слишком много граней, и я в замешательстве, с какой начать.                                     |
| to expose<br>interplay<br>attribute  | 6. Исследование выявило интересную взаимосвязь этих признаков.                                                     |
| apparently<br>alienated<br>peer      | 7. Очевидно, он держится отчужденно со своими сверстниками, потому что боится, что они будут смеяться над ним.     |

- |                 |                                        |
|-----------------|----------------------------------------|
| chart           | 8. Как видно из этого <i>графика</i> , |
| male and female | и <i>мужской и женский</i> алкого-     |
|                 | лизм растет.                           |
| to possess      | 9. Хороший психолог должен             |
| insight         | хорошо <i>понимать</i> челове-         |
|                 | скую природу.                          |
| references      | 10. Чтобы получить эту работу,         |
|                 | тебе нужны <i>рекомендации</i> .       |

## READING

## INTELLIGENCE: WHAT IS IT?

The word “intelligence” is not a concept that is easy to define. Even among professionals, there is no one definition that explains the “attributes” of intelligence. That is because the word “intelligence” is a noun – a part of speech used to signify a thing or object which does not have definite characteristics. Intelligence is a highly abstract “thing” for which there are no such definite attributes as long or short, red or green, light or heavy. When intelligence is studied or measured, what actually is observed is intelligent behavior or intelligent performance, not intelligence *per se*.\*

If we think in terms of intelligent behavior, rather than intelligence, it is easier to identify and build a basis for defining the abstract concept. For example, of the two behaviors shown below, check the one which you think is more intelligent.

ACTOR A



ACTOR B



Of course you checked the panel showing Actor B, whose behavior is more intelligent than that of Actor A. You compared one behavior to a related behavior under the same set of circumstances. In order to do this, you had to have a basic storehouse of information about electricity, its nature, and its relationship to water. The process that you went through to make an observation and judgement of intelligent behavior should in itself give you some insight into the nature of intelligent behavior.

The basis of intelligent behavior must be some kind of knowledge and information in its broadest sense. This information may have been acquired formally or informally. For example, if Actor A were only two years old, the behavior shown would not be considered unintelligent on the part of the child.

The impact of intelligence upon intelligent behavior begins with memory. For instance, in the preceding example, information about electricity and the dangers of mixing electricity with water must be remembered in order to affect behavior.

A factor related to remembering information is the application of previous learning to current situation. This is the ability to transfer or generalize. Some individuals have much more capacity for transfer than others. Persons well-endowed with this ability are usually found to be significantly more intelligent than those who do not possess a high degree of this ability.

Other facets of intelligence and intelligent behavior include speed in arriving at answers and solutions and problem-solving ability. To arrive at a solution, a person must identify the problem, analyze it, think of alternatives, apply previous knowledge, make a decision, and offer a solution. The entire act involves integration – putting it all together with balance and efficiency.



This essentially summarizes the nature of intelligent behavior. Intelligence tests try to measure intelligence by setting up situations and observing intelligent behavior. The tests use different kinds of questions and problems requiring application of related and overlapping abilities. The various specialized tasks of the intelligence tests require an interplay of overall general ability and specific abilities in varying degrees. Intelligence tests must include a wide variety of question types in order to come up with a single score. As we continue to use the term “intelligence” in this context, it is important to understand that we are really only able to observe and discuss intelligent behavior and intelligent performance. From these observations, we extrapolate intelligence.

The study and identification of attributes of intelligence as reflected through intelligent behavior began in the nineteenth century. Herbert Spencer, who wrote *The Principles of Psychology* (1855), and Sir Francis Galton, whose work *Hereditary Genius* (1870) is a classic in the field, both believed in a general factor of intelligence related to but more important than other specific abilities. This theory was statistically confirmed by Charles Spearman. Spearman developed the statistical method of factor analysis, applied it to the results of intelligence tests, and concluded that there are two factors in intelligence, *g* and *s*. General ability or *g*, is pervasive in all kinds of tasks and is therefore most important. Specific, or *s* factors, are part of intelligent behaviors, but intelligence *per se*\* is characterized by a general way of behaving that equally affects all kinds of tasks.

Other researchers confirmed the existence of a general factor but found that it was not equally essential in the performance of all kinds of tasks. As a result, it has been proposed that there are intermediary group factors and also more specific abilities that relate and overlap in terms of application to the intelligent performance of tasks.

Although there is no consensus on a specific definition of intelligence, there are many areas of agreement about general nature of intelligence. These are confirmed by the high correlation of the results from different intelligence tests.

Most tests with which a person is confronted tap more than one ability.

Intelligence tests are, in one sense, a method of measuring this mental capacity, and differences in IQ scores are indicative of differences in brain structure as well as differences that arise from exposure and experience.

*A.W. Munzert. Test your IQ. N.Y., 1994, pp. 32–35*

**Note**

\* *per se lat.* – само по себе; по сути, непосредственно

### COMPREHENSION CHECK

**Exercise 1. Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F 1. Intelligence is a common term understood and easily explained by everybody.
- T F 2. Intelligence is studied through behavior and performance.
- T F 3. The only thing that is of vital importance for intelligent behavior is to possess knowledge and information in the broadest sense of the word and to be able to apply them.
- T F 4. Intelligence tests measure intelligence by observing behavior.
- T F 5. Psychologists are convinced that intelligence tests are extremely reliable in measuring intelligence.
- T F 6. Differences in IQ scores are indicative of differences in brain structure as well as differences connected with exposure and experience.

**Exercise 2. Be ready to answer the same questions on intelligence that you were asked at the beginning of the unit.**

**Exercise 3. Ask your partner**

- what intelligence is
- if intelligence changes with age
- what basic facets of intelligence and intelligent behavior are
- how intelligence can be measured
- who contributed to the study of intelligence
- if there is a consensus on a specific definition of intelligence
- what differences in IQ scores reflect

### LANGUAGE FOCUS

**Exercise 1. Match the English word combinations in the left-hand column with the Russian equivalents in the right-hand column.**

1	insight into the nature of intelligence	A	общая способность присутствует во всех заданиях
2	to consider intelligent on the part of the child	B	более широкая группа частных и специальных способностей вступает в игру
3	the entire act involves integration	C	считать интеллектуальным для ребенка
4	general ability is pervasive in all kinds of tasks	D	понимание природы интеллекта
5	a larger set of smaller and more specific abilities comes into play	E	большинство заданий затрагивает больше, чем одну способность
6	most tasks tap more than one ability	F	они свидетельствуют о различиях в структуре мозга, а также о различиях, связанных с внешним воздействием и опытом
7	they are indicative of differences in brain structure as well as differences that arise from exposure and experience	G	целостный акт предполагает интеграцию

**Exercise 2. Match the psychological terms in the left-hand column with their definitions in the right-hand column** (The definitions are taken from *Dictionary of Psychology* by J.P.Chaplin, N.Y., 1976)

1	capacity	A	the ability to meet and adapt to novel situations quickly and effectively; the ability to utilize abstract concepts effectively; the ability to grasp relationships and learn quickly
2	peer	B	a fundamental or characteristic property of anything
3	intelligence	C	1. one of the same age; 2. an equal, legally or psychologically
4	insight	D	a quantitative value assigned to a test response
5	guidance	E	an ability that can be fully developed only under optimal conditions of training
6	attribute	F	1. in problem-solving and learning situations, a sudden solution characterized by high understanding, good intention and high transfer; 2. in psychotherapy, the illumination, or bringing to awareness, of motives, relationships, feelings, impulses, etc. which previously had been poorly understood; 3. in the normal individual, self-understanding
7	score	G	the procedure used to assist individuals to find maximum satisfaction in their educational and vocational careers

**Exercise 3.**

**A. Guess the meaning and give the appropriate translation of the following English terminological word combinations.**

capacity: innate ~, functional ~, hereditary ~, channel ~, reproductive ~

average: ~ life span, ~ height and weight, ~ score, ~ variation, ~ value, ~ dimension

attribute: individual ~, physical ~, psychological ~

overlapping: ~ factors, ~ groups, ~ responses, ~ samples, ~ influences

score: true ~, critical ~, main ~, original ~, derived ~, representative ~, standard ~, test ~, single ~, comparable ~s

**B. Convey the meaning of some terms in your own words.**

**Exercise 4.**

**A. Fill in the columns with the proper derivatives of the following words whenever possible.**

Verb	Noun	Adjective	Adverb
...	...	general	...
involve	...	...	—
...	...	specific	...
...	...	pervasive	...
propose	...	...	—
...	consensus	...	...
...	...	indicative	...

**B. Put a suitable word from the box above into each gap.**

1. \_\_\_ eye reflex is the contraction of a shaded pupil (зрачок) when the other pupil is stimulated by light. 2. The process of forming an idea or judgement which is applicable to an entire class of objects, people, or events is called \_\_\_. 3. Spearman's theory of mental abilities postulates that every test requires a certain amount of general ability and a certain amount of \_\_\_ ability. 4. Common sense and observation \_\_\_ that there are definite differences between mental capabilities of children and those of adults. 5. The right hemisphere of the brain is the control centre \_\_\_ in intuition, extrasensory perception, attitudes and emotions,

visual and spatial relationships, music, rhythm, dance, physical coordination and activity, synthesis, and divergent thinking processes. 6. There is every \_\_\_ that highly creative and highly intelligent individuals function with good balance in development and interaction between the two halves of the brain. 7. Educationists speak about the \_\_\_ influence of television which may have both harmful and beneficial effect on teenagers.

**Exercise 5. Arrange the following words in pairs of (a) antonyms and (b) synonyms.**

- |    |                   |                    |
|----|-------------------|--------------------|
| a) | male              | alienated          |
|    | to expose         | solution           |
|    | lack              | to deny            |
|    | aloof             | presence           |
|    | to confirm        | untalented         |
|    | endowed           | involved           |
|    | puzzle            | female             |
|    | friendly          | to conceal         |
| b) | attribute         | peer               |
|    | to attribute (to) | exploit            |
|    | capacity          | aspect             |
|    | facet             | property           |
|    | feat              | impact             |
|    | leadership        | to conclude (with) |
|    | influence         | guidance           |
|    | absence           | to refer (to)      |
|    | age-mate          | ability            |
|    | to complete       | lack               |

**SPEAKING AND DISCUSSION**

**Exercise 1. Answer the following questions to the text making use of expressions given in the box below.**

To my mind; As far as I know; In my opinion; There is no doubt that...

1. Why is it difficult to define the term 'intelligence'?
2. What does the term 'intelligent behavior' imply?
3. What contribution to the study of intelligence was made by Herbert Spencer and Sir Francis Galton?
4. What ideas did Charles Spearman develop?
5. Is there any consensus on intelligence?
6. In what way is intelligence investigated nowadays?

**Exercise 2. Retell the text given above using your active vocabulary.**

**Exercise 3. Howard Gardner, the creator of the *Multiple Intelligences Theory*, has identified eight intelligence types.**

They are  
 linguistic  
 logical-mathematical  
 spatial  
 bodily-kinesthetic  
 musical  
 interpersonal (the way we relate to others)  
 intrapersonal (our ability to self-evaluate)  
 naturalist (our talent for classifying and categorizing)

**A. Here is a list of activities designed to develop the eight intelligences. Try to categorize them under the eight headings.**

*background music	*circle dancing	*guided discovery
*giving presentations	*charts	*jazz chants
*reflective learning activities	*diagrams	*logic puzzles
*group discussions	*pairwork	*peer teaching

\*learner diaries                      \*group work   \*project work  
 \*classifying & cate- \*mind maps   \*storytelling  
 gorizing activities   \*songs               \*word games  
 \*personal goal setting   \*visualizations       \*relaxation exercises  
 \*reading articles & books   \*brainstorming       \*videos  
 \*listening to lectures       \*self-study       \*problem solving

- B. Speak about intelligences that you lack.  
 What activities do you consider useful to develop?  
 You are welcome to mention activities omitted here.**

#### **Exercise 4.**

- A. Fill in the following Multiple Intelligence Checklist compiled by M. A. Christison and adapted by M. Berman (M. Berman. "A Multiple Intelligences Road to ELT Classroom", L., 1992, pp. 5–6.) Rank each statement 0, 1, or 2. Write 0 if you disagree with the statement and write 2 if you strongly agree. Write 1 if you are somewhere in-between.**

#### Linguistic Intelligence

- \_ 1. I like to read books, magazines and newspapers.
- \_ 2. I consider myself a good reader.
- \_ 3. I like to tell jokes and stories.
- \_ 4. I can remember people's names easily.
- \_ 5. I like to recite tongue twisters (скороговорки).
- \_ 6. I have a good vocabulary in my native language.

#### Logical-Mathematical Intelligence

- \_ 1. I often do calculations in my head.
- \_ 2. I am good at chess.
- \_ 3. I like to put things into categories.
- \_ 4. I like to play number games.



- \_ 5. I like to play around with computers.
- \_ 6. I ask a lot of questions about how things work.

**Spatial Intelligence**

- \_ 1. I can read maps easily.
- \_ 2. I enjoy art activities.
- \_ 3. I can draw well.
- \_ 4. Videos and slides really help me to learn new information.
- \_ 5. I love books with pictures.
- \_ 6. I enjoy putting puzzles together.

**Bodily-Kinesthetic Intelligence**

- \_ 1. It's hard for me to sit quietly for a long time.
- \_ 2. It's easy for me to copy what other people do.
- \_ 3. I'm good at sewing, woodwork, building or mechanics.
- \_ 4. I'm good at sports.
- \_ 5. I enjoy working with my hands – model-making, for example.
- \_ 6. I enjoy physical exercise.

**Musical Intelligence**

- \_ 1. I can hum the tunes to a lot of songs.
- \_ 2. I'm a good singer.
- \_ 3. I play a musical instrument or sing in a choir.
- \_ 4. I can tell when music sounds wrong.
- \_ 5. I often tap rhythmically on the table or desk.
- \_ 6. I often sing songs.

**Interpersonal Intelligence**

- \_ 1. I'm often the leader in activities.
- \_ 2. I enjoy talking to my friends.
- \_ 3. I often help my friends.
- \_ 4. My friends often talk to me about their problems.
- \_ 5. I've got a lot of friends.
- \_ 6. I'm a member of several clubs.

Intrapersonal Intelligence

- \_ 1. I go to the cinema alone.
- \_ 2. I go to the library alone to study.
- \_ 3. I can tell you some things I'm good at doing.
- \_ 4. I like to spend time alone.
- \_ 5. My friends find some of my actions strange sometimes.
- \_ 6. I learn from my mistakes.

Naturalist Intelligence

- \_ 1. I spend a lot of time outdoors.
- \_ 2. I enjoy listening to the sounds created in the natural world – birdsong, for example.
- \_ 3. I can identify plants and animal species.
- \_ 4. I can distinguish between poisonous and edible mushrooms.
- \_ 5. I enjoy observing plants and animals.
- \_ 6. I keep pot plants at home and have an interest in gardening.

**B. Exchange the filled-in checklists with your partner, be ready to analyze his/her answers, say if they coincide with your opinion about your partner's most highly developed intelligence types.**

**Exercise 5.**

**Task 1. Work in groups and discuss the following problems.**

- there are people with some highly developed specific abilities, whose overall intelligence is below the average;
- one should differentiate intelligence from intelligent behavior;
- people with a higher level of intelligence are more successful in life

**Task 2. Scan the text below and****A. find definitions of**

- the autistic savant
- intelligence
- functionalism

**B. give an appropriate title to the text****TEXT**

In the 1988 movie *Rainman*, which won the Academy Award for best picture, Dustin Hoffman played an autistic man who could perform amazing mental feats, such as recalling the telephone number of anyone in the telephone book. Hoffman portrayed a so-called idiot savant (French for “learned fool”). Idiot savants (now called *autistic savants* to avoid the connotation of the word *idiot*) have islands of ability that are unrelated to their general intelligence. The autistic savant is an autistic person, usually a male, with below average intelligence, yet with an outstanding ability, typically in art, music, memory, or calculating. This phenomenon was first publicized in 1751 in an article in a German magazine that described the case of an uneducated farmhand who had an extraordinary memory.

In a recent case, an autistic man was able to give the day of the week for any date in the twentieth century. He had spent many hours memorizing the day of the week of each date, just as Dustin Hoffman’s character spent many hours memorizing the telephone book. Because autistic people tend to be socially aloof and persistent at tasks, they can spend the many hours needed to memorize large amounts of material, such as calendar dates. Their feats are similar to the ability of some children to memorize statistics from the backs of the hundreds of baseball cards and then recall any statistic for any player.

An autistic savant who memorizes enormous amounts of material is exhibiting intelligent behavior. You certainly recognize intelligent behavior when you see it: a student who gets an *A* on a calculus exam; a composer who writes a great symphony; a scientist who discovers a cure for a disease. But recognizing intelligent behavior is easier than defining “intelligence” itself. Though the word *intelligence* comes from the Latin word “to understand”, intelligence is a broader concept than that. Yet, finding a universally acceptable definition of intelligence is difficult because intelligence is a natural concept. And natural concepts are not easily defined by distinctive set of features.

Three decades ago David Wechsler (1958), a leading intelligence researcher, put forth what has become the most widely accepted definition of intelligence. He called **intelligence** the global capacity to act purposefully, to think rationally, and to deal effectively with the environment. In other words, intelligence reflects how well we *function*. The definition is in the spirit of the first American school of psychology, functionalism, which stressed the importance of adaptive functioning in everyday life. And, indeed, intelligent people tend to function better. For example, a recent study of the children of criminals found that the higher the children scored on intelligence tests, the less likely they were to become criminals themselves. Apparently, those with a higher level of intelligence perform better in school, become less alienated, and use their educational success as a means to a socially acceptable career.

*L.M. Sdorov. Psychology, Dubuque, USA, 1993, p. 396*

- Task 3.** Turn to Task 1 of the exercise and discuss the same problems again after reading the text.
- Task 4.** Describe a case of the autistic savant.

**Exercise 6.** Choose one of the following topics connected with *intelligence* and prepare a report on it.

1. Intelligence and intelligent behavior
2. History of intelligence tests
3. Measuring intelligence
4. Autism and intelligence
5. Intelligence types
6. Age and intelligence
7. An outstanding psychologist who was engaged in the study of intelligence
8. Unsolved and disputable problems connected with intelligence
9. An intelligence test (its description and administration)

### WRITING

**Exercise 1.** Write a short summary of the report on *intelligence* you have made.

**Exercise 2.** Render the text “Gardner’s Theory of Multiple Intelligence” into English making use of your active vocabulary given in the box.

to possess, average, to refer (to), to set up, interplay, to be endowed with, capacity, circumstances, overall, to some degree, to confirm, apparently

Гарднер *выдвинул* теорию множественного интеллекта, противопоставив ее классической точке зрения на интеллект как на способность логически мыслить. *По-видимому*, его поразило разнообразие (diversity) ролей взрослых в разных культурах, которые зависят от разных навыков и способностей и,

однако, одинаково важны для успешного функционирования в этих культурах.

Он *указывал* на то, что имеется не одна *общая* интеллектуальная способность, или 'g', а *взаимодействие* разных видов интеллекта. Он определил интеллект как «способность решать проблемы в соответствии с *обстоятельствами*, типичными для данной культуры».

Согласно Гарднеру, интеллект – это потенциал, которым *обладает* каждый индивид.

Его исследование *подтвердило*, что есть семь разных видов интеллекта: лингвистический, музыкальный, логико-математический, пространственный, телесно-кинестетический, внутриличностный и межличностный.

Он отмечает, что *потенциальные возможности* взрослых в разных культурах представляют различные комбинации разных видов интеллекта.

Хотя *в той или иной степени* все нормальные люди *наделены* всеми видами интеллекта, индивидуальные различия можно объяснить уникальным сочетанием более сильных и слабых видов интеллекта, которыми обладает каждый *нормальный* взрослый.

## GRAMMAR REVISION

### The Infinitive

The Infinitive is a non-finite form of the verb. It can have the following **forms**.

	Active	Passive
Indefinite	to write	to be written
Continuous	to be writing	
Perfect	to have written	to have been written
Perfect Continuous	to have been writing	

The Infinitive may be used in the following **functions**.

	Functions	Examples
1	a predicative	Our purpose is to find out some peculiarities of the phenomenon.
2	a part of a compound verbal predicate a) with modal verbs and verbs expressing modality b) with verbs denoting the beginning, duration or end of an action	The subjects must be kept in isolation.  The client began to remember his early childhood.
3	an object	The child learned to do the task very quickly.
4	a subject (more often with the introductory subject <i>it</i> )	To investigate the problem first is very important for me. It is very important to investigate the problem first of all.
5	an adverbial modifier of purpose	(In order) to obtain reliable results your experimental sample must be much larger.
6	an adverbial modifier of result	He was intelligent enough not to ask any questions.
7	an attribute	The problem to be investigated is of great importance
8	a parenthesis ( to tell the truth, to cut a long story short, etc.)	To put it mildly, he felt embarrassed in his presence.

The Infinitive is also used in two constructions, namely, the Complex Subject and the Complex Object.

### **The Complex Object**

<b>Subject + Predicate + Object (Noun or Pronoun) + Infinitive</b>
--------------------------------------------------------------------

*Examples:* I expect you to take part in the investigation. Я рассчитываю, что ты примешь участие в этом исследовании.

They reported the experiment to have been completed successfully. Они доложили, что эксперимент был успешно завершен.

I saw him look embarrassed. Я видела, что он выглядит смущенным.

(After the verbs *to see, to hear, to watch, to make* (заставлять), *to let* the Infinitive in this construction is used without *to*)

### The Complex Subject

<b>Subject + Predicate + Infinitive</b>
-----------------------------------------

*Example:* Experimental research is known to be widely used in psychology. Известно, что экспериментальные исследования широко используются в психологии.

It is clear from the example above that in sentences with this construction the Subject of the sentence is logically connected with the Infinitive, not with the Predicate. The Complex Subject is usually used with the following groups of verbs as predicates:

*A) to know, to believe, to expect, to consider, to report, to say, to think, to understand, to hear, to see, to assume, to suppose, to show, etc.* These verbs are used in the Passive Voice.

*Example:* The scientist is reported to have made a great contribution to the development of psychodiagnostics. Сообщается, что этот ученый внес большой вклад в развитие психодиагностики.

*B) to seem, to appear* (казаться), *to prove* (оказаться), *to turn out* (оказаться), *to happen* (случиться). These verbs are used in the Active Voice.



*Example:* The subject proved to be able to perform the task. Оказалось, что испытуемый в состоянии выполнить это задание.

*C) to be likely* (похоже), *to be unlikely* (вряд ли, маловероятно), *to be sure* (наверняка), *to be certain* (наверняка).

*Example:* He is sure to take part in the investigation. Он наверняка примет участие в этом исследовании.

**Exercise 1. Translate the following sentences into Russian, find and comment on the functions of the Infinitive in them.**

1. It should be noted that to say the defence mechanisms are largely unconscious is to stress, that they are always to some degree self-deceptive. 2. Various aspects of the patient's behavior begin to be designated as desirable or undesirable. 3. To appreciate the social basis of Freud's views, it is useful to recognize from the very beginning that he was a liberal critic of bourgeois society. 4. I was fortunate enough to arrive at some promising findings in a relatively short time. 5. The thesis to be developed in this chapter is that man's destructiveness and cruelty cannot be explained in terms of animal heredity or in terms of destructive instinct. 6. To begin, let's consider research on the relationship between the content of parents' beliefs and children's intelligence. 7. If we are to predict behavior, we must deal with probability of response. The business of science is to evaluate this probability. 8. The responses were similar to each other and to the response to be predicted. 9. To do without theories altogether is too much to expect. 10. To help these children, psychologists must better understand the causes of the disorder. 11. An idea may seem quite obvious, and yet it can combine with other ideas to produce something very original. 12. Parental goals and values influence

both parenting style and the behaviors and strategies parents exercise to meet their goals. 13. Motor coordination was one of the five characteristics most frequently mentioned by American college students to describe both an intelligent 6-month-old and an intelligent 2-year-old. 14. A child who is intelligent is one who works to achieve good grades.

**Exercise 2. Translate the following sentences with infinitives in the attributive function**

**A) into Russian**

1. The chairman may need the list to be read out at any stage. 2. The methods and terms appropriate to the events to be explained differ from methods and terms of the explaining events. 3. Research would be aimless without a theory to guide it. 4. Another datum to be examined is the rate at which a response is made. 5. The first conclusion to be reached about the relationship between parents' marital (брачный) status and children's cognitive ability is that IQ is not diminished by divorce (развод).

**B) into English**

1. Проблема, которую предстоит обсудить здесь, крайне актуальна. 2. Доклад, который будет сделан в феврале на университетской конференции будет посвящен современным проблемам психологии. 3. Эксперименты, которые нужно провести, требуют тщательной подготовки. 4. Задача, которую нужно решить, не из легких. 5. В нашей библиотеке нет книги, на которую можно сослаться.

**Exercise 3. Replace the italicized words by infinitives.**

*Model:*

He was the first *who completed the test*. → He was the first *to complete the test*.

1. He was the first *who memorized the words after two presentations*. 2. There is no theory *that covers all aspects of personality*. 3. Charles Spearman was the first *who introduced statistical measurements to the study of intelligence*. 4. The result of the investigation is a body of accumulated knowledge *that can be used to analyze criminal behavior*. 5. He was the last *who believed in our research*.

**Exercise 4. Combine each of the following pairs of sentences into one sentence using an Infinitive.**

*Model:*

He went to University. He wanted to study Psychology. → He went to University to study Psychology.

1. He is working hard. He wants to graduate with honours. 2. She follows doctors' recommendations. She wants to recover as quickly as possible. 3. I avoid taking sedatives. I don't want to become drug-dependent. 4. I am trying to do my work well. I want to be promoted. 5. He has sent a paper with the results of his experimental research to a magazine. He wants it to be published there.

**Exercise 5. Combine each of the following pairs of sentences into one sentence using "enough" with the Infinitive.**

*Model:*

The pupil is bright. He can master the language fairly quickly. → The pupil is bright enough to master the language fairly quickly.

1. The teacher is strict. He keeps good discipline in class. 2. The test is good. It measures mental abilities.

3. He is sleeping soundly. He won't be woken up easily.  
4. His IQ is not high. We can't include him in the group of gifted children. 5. The peers were friendly. They made him feel relaxed in their company.

**Exercise 6. Combine each of the following pairs of sentences into one using "too" with the Infinitive.**

*Model:*

The test is complicated. It can't be completed quickly. →  
The test is too complicated to be completed quickly.

1. I was puzzled. I couldn't answer. 2. Time of exposure was short. He couldn't perceive the chart clearly. 3. His insight into the problem was superficial. He couldn't make correct predictions. 4. Circumstances were unfavourable for us. We failed to achieve our goals. 5. Your overall test score is low. I can't hope you will be a success in your professional career.

**Exercise 7. Translate the sentences into English using the models.**

*Model:*

Приятно поговорить с тобой о ней. → It's pleasant to talk about her with you.

1. Необходимо создать подходящие условия для успешного обучения. 2. Нелегко проводить такие тесты. 3. Трудно предсказать будущие успехи только по результатам тестов. 4. Важно время от времени подкреплять условный ответ безусловным стимулом. 5. Было бы интересно рассмотреть взаимосвязь между общей способностью и специальными способностями.

**Exercise 8. Use the infinitives in the appropriate forms.**

1. The bird continued (to respond) for the next hour. 2. It is the chairman's duty (to state) the problem at the beginning of the session. 3. The experimenter made the subjects (to repeat) the words after him. 4. Vocational guidance enables school-leavers (to be) more realistic in choosing their future career. 5. The problem was too complicated (to investigate). 6. The thought was too absurd (to take) seriously. 7. All the attributes of this phenomenon must (to describe). 8. You shouldn't (to behave) like that. 9. The idea may seem quite obvious and trivial, and yet it can combine with other ideas (to produce) something very original. 10. The function of the chairman is (to guide) the session without in any way controlling or directing it.

**Exercise 9. Translate the following sentences with the Complex Object.**

1. In speaking of what causes a response to be learnt, Hull argued that motivation was essential. 2. Parents want their children to develop their intellectual potential. 3. Japanese mothers expected their children to develop emotional maturity at an earlier age than their American peers. 4. US parents don't usually encourage their children to work harder to achieve more in school as long as they are satisfied with their performance. 5. Teachers have found films to be invaluable as a teaching aid. 6. We watched the children acquire the skill without the help of the teacher. 7. I would like you to give me an example of positive emotions which improve the performance of easier tasks. 8. We watched the boy look confused in uncertain situations. 9. We may observe the conditioned response gradually diminish and eventually stop if it is not occasionally reinforced with the unconditioned stimulus.

**Exercise 10. Translate the following sentences with the Complex Object from English into Russian and say if the particle “to” should or should not be used in them.**

1. Franz Alexander considered the emotionally mature person ...be not so preoccupied with himself as the adolescent. 2. The greater mental and emotional maturity of the adult enables him ...be more creative, productive, and altruistic than the adolescent. 3. But at times we can watch even the most mature person ... behave in an irritable, depressed, ill-tempered and unreasonable manner. 4. Alexander thinks the mature person ...be able to face the realities of the world around him realistically. 5. We see many grown-ups ... react to life-difficulties adequately and realistically. 6. Psychologists find somatic and psychic processes ... be closely correlated. 7. I would like you ...supply reasons for behaving as you do. 8. Identification of causal factors in behavior enables psychologists ... make more accurate predictions.

**Exercise 11. Translate the following sentences into English using the Complex Object.**

1. Я считаю Фрейда самым выдающимся психологом XX века. 2. Я хочу, чтобы Вы помогли мне понять разницу между различными психоаналитическими школами. 3. Я полагаю, что в этих условиях его поведение будет совсем иным. 4. Мне бы хотелось, чтобы Вы выступили на конференции по этому вопросу. 5. Я видел, что ребенок испугался, увидев змею. 6. Все знают, что он очень занят: он проводит важный эксперимент. 7. Все признают, что это правда.

**Exercise 12. Translate the following sentences into Russian and underline the Complex Subject in them:**

- A. 1. These factors are assumed to have special powers. 2. Hyperactive children have been considered to have special powers. 3. We are all familiar with the changes that are supposed to take place in the nervous system when an organism learns. 4. Latency is seen to be irrelevant to our present task. 5. This idea is easily shown to be wrong. 6. Rationalization is said to occur when a person is convinced that he or she is carrying out or avoiding an action for some neutral or acceptable reason in order to remain unaware of the unacceptable but largely unconscious motive which may lie behind the action. 7. He is believed to have attained the goal. 8. If reinforcement is withheld, the response is observed to occur less and less frequently.
- B. 1. On closer examination their differences appear to be related to cultural factors. 2. The writer's suggestion seems to have been taken seriously. 3. There appears to be no universally-accepted definition of organizational behavior. 4. The young man turned out to possess a deep insight into human nature. 5. It would appear to be necessary to make the conditions prevailing during extinction identical with the conditions prevailing during conditioning. 6. He seemed not to know how to deal with the situation. 7. The group proved to have been encouraged by the instructor.
- C. 1. We are unlikely to close our eyes to the problem. 2. Parents of high achievers were more likely to want their children to complete some college training after high school. 3. They are certain to have been under pressure from the social environment. 4. The conference is unlikely to open next Friday. 5. He is sure to be investigating all the facets of the problem. 6. Learning is certain to take place because reinforcement is pleasant and satisfying.

7. A human infant is unlikely to survive without adult assistance.

**Exercise 13. Transform Sentences A (2, 5, 7), B (1, 4, 6), C (3, 4, 5) from Exercise 12 into complex sentences according to the following pattern.**

- A) Latency is seen to be irrelevant to our present task.  
→ It is seen that latency is irrelevant to our present task.
- B) There appears to be no universally-accepted definition. → It appears that there is no universally accepted definition.
- C) We are unlikely to close our eyes to the problem. → It is unlikely that we'll close our eyes to the problem.

**Exercise 14. Open the brackets using the correct form of the Infinitive as a part of the Complex Subject.**

1. He seems (to complete) the worksheet some minutes ago. 2. The report is likely (to present) at the next conference. 3. They seem (to work) on the problem for quite a while. 4. Introduction of the experimental method is said (to affect) further development of psychology. 5. The laboratory working on the problem of aging now seems (to get) new promising data. 6. Girls have been found (to enter) adolescence two years earlier than boys.

**Exercise 15. Complete the following sentences using the Complex Subject.**

1. The investigation seemed... 2. The problem turned out... 3. Human character is said... 4. Children are believed ... 5. Human intelligence is known... 6. Autism appears... 7. The man is unlikely...



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**Exercise 16. Translate the following sentences with the For + Noun/Pronoun + Infinitive Construction in them.**

1. The result is valid enough for psychologists to take it as a basis for their investigations. 2. Insights are not absolutely essential for successful therapy to occur. 3. Lebanese immigrant mothers set a later age for their children to exhibit independence from their mothers. 4. In our culture, family, friends and peers make it easier for the alcoholic to drink to intoxication by denying, that the drinking behavior is abnormal. 5. It's very important for children's normal development to spend more time with their peers. 6. Under the circumstances I think it's best for you to give up the job. 7. I find it necessary for you to refer to some other investigations while describing insight.

## Unit II

### CREATIVITY

#### APPROACHING THE TOPIC

**Discuss the following questions.**

1. What does the term 'creativity' imply?
2. What are attributes of creative people?
3. In what way does creativity change with age?
4. Is it possible to measure creativity?
5. What are unsolved problems concerning creativity?

#### VOCABULARY

1. ambiguous, *a* – неясный, двусмысленный  
ambiguity, ambiguousness, *n* – неясность, двусмысленность, неопределенность
2. amount, *n* – количество  
amount, *v* (to) – 1. доходить (до), составлять, равняться (чему-л.); 2. быть равносильным, равнозначным чему-л.; to ~ to a threat быть равносильным угрозе
3. assess, *v* – оценивать  
assessment, *n* – оценка
4. assume, *v* – 1. предполагать, допускать; 2. принимать, брать на себя; to ~ responsibility взять на себя ответственность  
assumption, *n* – 1. предположение, допущение; 2. принятие на себя (ответственности, обязанности)
5. bizarre, *a* – странный, эксцентричный
6. concern, *n* – 1. отношение, касательство; 2. беспокойство, забота, тревога; 3. важность; a matter of great ~ дело большой важности  
concern, *v* – 1. касаться, иметь отношение; 2. беспокоиться, заботиться to be ~ed (about); 3. интересоваться, заниматься to ~ oneself (with)
7. confuse, *v* – 1. смущать, приводить в замешательство; 2. смешивать, спутывать

- confusion, *n* – 1. смущение, замешательство; 2. путаница, неразбериха
8. contrive, *v* – 1. изобретать, придумывать; 2. замысливать, за-  
тевать
9. create, *v* – создавать, творить  
creative, *a* – креативный, творческий, созидательный  
creativity, *n* – креативность, творческие способности
10. disturb, *v* – 1. волновать, тревожить, беспокоить, выводить  
из душевного равновесия; 2. мешать, нарушать  
disturbance, *n* – 1. расстройство, патологическое отклоне-  
ние; 2. волнение, беспокойство
11. enterprise, *n* – предприимчивость, (смелая) инициатива
12. evaluate, *v* – 1. оценивать; 2. вычислять, выражать чис-  
ленно  
evaluation, *n* – 1. оценка, оценивание, определение; 2. вы-  
числение
13. evolve, *v* – развивать(ся)
14. flash, *n* – вспышка
15. forerunner, *n* – предвестник; предшественник
16. gauge, *v* – 1. измерять, проверять (размер); 2. оценивать  
(человека, процесс и т.п.)
17. germ, *n* – зародыш; *перен.* зачаток, зарождение
18. giftedness, *n* – одаренность
19. inspiration, *n* – 1. вдохновение, душевный подъем; 2. сти-  
мулирование, побуждение, воздействие; 3. вдыхание, вдох  
inspire, *v* – 1. вдохновлять, воодушевлять; 2. вдыхать, ды-  
шать
20. inventiveness, *n* – изобретательность  
inventive, *a* – изобретательный
21. involve, *v* – включать, вовлекать; to be ~ed (in) быть втяну-  
тым, участвовать (в чем-л.)  
involvement, *n* – включенность, участие
22. novel, *a* – новый  
novelty, *n* – новизна, новшество
23. obsess, *v* – завладеть умом, преследовать, мучить (об идее,  
страхе и т.п.)  
obsession, *n* – 1. навязчивая идея; 2. одержимость; на-  
важдение
24. particular, *a* – 1. особый, особенный; 2. индивидуальный,  
частный, отдельный; 3. тщательный, аккуратный
25. result, *v* – 1. (in) иметь своим результатом, привести (к  
чему-л.); 2. (from) следовать, происходить в результате  
(чего-л.)

26. single-minded, *a* – 1. целеустремленный; 2. прямодушный, прямой
27. tolerance, *n* – 1. терпимость; 2. толерантность, переносимость, устойчивость  
tolerant, *a* – 1. толерантный, устойчивый, выносливый; 2. терпимый
28. venturesomeness, *n* – рисковость, способность рисковать
29. veracity, *n* – достоверность, точность
30. verification, *n* – 1. проверка, контроль; 2. верификация, подтверждение истинности  
verify, *v* – 1. проверять, контролировать; 2. подтверждать; устанавливать истинность, подлинность (чего-л.)

## DEVELOPING VOCABULARY

**Exercise 1. Translate the following word combinations into Russian paying attention to your active vocabulary.**

*ambiguous* results (answer, smile, words, style); to express oneself with *ambiguity*, no shadow of *ambiguity*, deliberate *ambiguity*, to use *ambiguities*; *to assess* one's judgement (point of view, humor, abilities); *assessment* of one's opinion (contribution made by a scientist, a book); *to assume* measures (duties, the command); Let's *assume* that it is true (that the average capacity for transfer will change); *assumption* of risk (responsibilities, leadership); We proceed from the *assumption* that...; *bizarre* behavior (person, reaction, style); I have no *concern* with the matter; It's no *concern* of mine; to feel *concern* about the future; to cause *concern* about the future; to show *concern* for autistic children; The article *concerns* the problem of insight; As far as I *am concerned*...; It *concerns* all of us; I *am concerned* about her health; *to confuse* a student by difficult questions (classical with operant conditioning, scores of two tests); to put smb. to *confusion*, *confusion* of thoughts (ideas, sounds); to be in the state of utter *confusion*; *to contrive* means (ways) to escape

danger (to investigate the interplay of all the factors); He *contrived* to get the highest scores on the test (to complete the test ahead of time, to expose her secret); *to create* a theory (a new technique, difficulties, illusions, some mood, a painful feeling); His behavior *created* a bad impression; *creative* work (abilities, power, personality); *to disturb* the balance (one's plans, the train of thought, one's work); Don't *disturb* him (yourself); *disturbance* of mind (speech, respiration); to create *disturbance*; coordination *disturbance*; man of *enterprise*, spirit of *enterprise*; The plan has been materialized through his *enterprise*; *to evaluate* results (a subject's performance, general ability); *evaluation* of students' papers (one's capacity for transfer, all the circumstances contributing to success); *to evolve* one's skills (abilities, gift, talent); *to evolve* into an invalid (a bizarre person); a *flash* of hope (understanding, merriment, wit, light); the *forerunner* of serious changes (mental disturbance, confusion); *to gauge* the length of smth. (one's strength, ability, character); *germ*, the *germ* of life (of an idea); talent and *giftedness*, to evaluate one's *giftedness*, creativity and *giftedness*; the amount of *giftedness*; to confuse *giftedness* with enterprise; to get *inspiration* from smth., to do smth. by *inspiration*; He had a sudden *inspiration*; My friend is a constant *inspiration* for me; *to inspire* hope (fear, concern, some thought) into smb.; *to inspire* smb. with desire to work (with the germ of hope); an *inventive* mind (genius, power); *inventiveness* in play (designing new techniques, overcoming difficulties); *to involve* smb. in trouble (a crime, an ambiguous enterprise); *to be involved* in work (social life, exposing ambiguity); It *involves* trouble; *involvement* in collective work (occupational guidance, working out some puzzle); *novel* forms (suggestion, methods of investigation, idea); to lose *novelty*; the charm of *novelty*; The *novelty* soon wears off; The idea (fear, terror) *obsessed* him; to be *obsessed* by desire (thoughts, hunger, thirst); *obsession* with sport (alcohol, drugs); a *particular* case (subject,

friend, way of doing smth.); *particular* advantages; to be *particular* in one's speech (behavior, actions); Lack of knowledge *resulted in* ambiguousness; His endowment with different talents *resulted in* his growing popularity among his peers; Nothing *resulted from* my efforts; The confusion *resulted from* our misunderstanding each other; *tolerance* to high temperature (sensory deprivation, fatigue, hardships); *tolerant* parents (attitude); to be *tolerant* of/to/towards smb.'s views (opinions, novel ideas); *venturesomeness* of one's enterprise (initiative, some novel scheme, some feat); a man of perfect *veracity*, a *veracity* of soul, a *veracity* witness; to *verify* a statement (results, figures, details); *verification* of results (some chart, some assessment).

**Exercise 2. Translate the following word combinations from Russian into English using your active vocabulary.**

*Двусмысленные* слова; выражаться *двусмысленно* [неясно]; дать *недвусмысленный* ответ; глаза *неопределенного* цвета

*Предпринимать* меры; *присвоить* себе право; *предположим*, что...; *принятие* на себя риска; *притворная* любовь

Не иметь *касательства* [отношения] к; вызывать *беспокойство* [тревогу, озабоченность]; это тебя не *касается*; все были *взволнованы* известием; *интересоваться* [заниматься] психологией; *занятый* научными исследованиями; *относительно* меня

*Смутить* клиента вопросом; *спутать* результаты; *запутывать* [усложнять] дело; *сбивчивое* объяснение; привести кого-л. в *замешательство*; оставить бумаги в *беспорядке*

*Придумать* средство избежать опасность; *ухитриться* ответить на все вопросы теста; *умудриться* придти вовремя; *придумать* новый план

Извините за *беспокойство*; *нарушить* общественное

спокойствие; мешать чьей-л. работе; вызвать беспокойство; расстройство речи; дефективный ребенок  
Оценка [анализ] теста; оценивать достижения в учебе; взвесить аргументы 'за' и 'против'; оценочный аспект  
Развивать умственные способности; создавать [вырабатывать] основы нового подхода; развиваться [превращаться] в настоящего ученого; выявлять новые таланты

Измерить диаметр; выбрать подходящий момент; оценить чей-л. характер; оценить чьи-л. способности; показатель общественного мнения

Черпать вдохновение в работе; по вдохновению; вселить надежду в кого-л.; вдохновить кого-л. на новые исследования; вдохнуть воздух

Быть занятым [увлеченным] работой; затрагивать чьи-л. права; это чревато неприятностями; тянуть кого-л. в преступную деятельность; участие в исследовании; нервное поражение [заболевание]

Одержимость спортом; это стало у него навязчивой идеей; мысли о прошлом преследовали [мучили] его; навязчивый невроз

Особый случай; исключительные преимущества; быть разборчивым в еде; каждый отдельный пункт опросника; в особенности; не особенно трудная задача; рассмотреть факты более детально; в общем и в частности

Я его не выношу; терпеть чье-л. присутствие; не допускать вмешательства в свои дела; терпимое отношение к людям; проявлять терпимость; способность переносить усталость

### Exercise 3. Translate the following sentences into Russian paying attention to your active vocabulary.

1. We find classroom practices increasingly *involving* such highly technical methods as “*creative writing*”, “*imaginative*” work in art or drama or “*discovery*”

methods". 2. There is no doubt, that there are aspects of personality, motivation and will which are *involved* in *creativity*. 3. The *assumption*, that divergent thinking scores correlate with future originality has yet to be established. 4. Scoring the tests requires more subjective *evaluation* than does the scoring of standardized tests of intelligence. 5. The greatest cause of our alienation from our real selves is our neurotic *involvements* with other people. 6. In this way, we can see much more clearly that trust *involves* self-confidence, courage and a lack of fear of the world. 7. Everyone agrees that in the *inspirational* phase of *creativity* some degree of noninterference is necessary. 8. We must teach engineers to be *creative*, at least in the sense of being able to confront *novelty* and to improvise. Engineers must not be afraid of change but rather be able to be comfortable with change and *novelty*, and if possible even be able to enjoy *novelty* and change. 9. I am very certain that many, many people have woken up in the middle of the night with a *flash* of *inspiration* about some novel idea they would like to write. 10. Among the best subjects to study for this *inspirational* phase of *creativity* are children, whose *inventiveness* and *creativity* very frequently cannot be defined in terms of product. 11. At the same time, a group of proposals *concerning* the perfection of methods for measuring attitude were being investigated, primarily through various scales. 12. So far, we have considered *evaluations* of women's and men's performance. 13. Research has found that men's success is more often seen as *resulting from* ability. 14. As experts in a *particular* kind of relationship, i.e. psychotherapy, mental health professionals are exploring the possibility that cyberspace may serve as a useful media for working with their clients. 15. The first three or four years of life are a period when the infant's brain grows to about two thirds of its full size, and *evolves* in complexity at a greater rate than it ever will again. 16. All the evidence that we



have indicates that it is reasonable *to assume* in practically every human being that there is an active will toward health, an impulse toward growth, or toward the actualization of human potentialities. 17. The preschool child shows little *concern* for, or awareness, of rules. 18. In the original Piaget stories, children were always required to judge whether a child who causes a small *amount* of damage in the service of bad intentions was any “worse” than one who caused a large *amount* in the pursuit of good intentions. 19. There is general support for the *assumption* that children proceed through these stages of moral judgement in a fixed and invariant fashion. 20. Over the period in which these subjects have been *assessed* for moral judgement, Americans have experienced the civil rights struggle, student protests, the Vietnam War, Watergate, and the women’s movement. 21. In contrast to psychoanalytic theorists, the cognitive theorists have not been as concerned with the effects of parental influences on moral development. 22. Although there has been a great *amount* of research done on anti-social behavior, it has been only within the past decade that psychologists have become *involved* in the study of more positive, altruistic aspects of social behavior, such as cooperation and helping.

**Exercise 4. Translate the following sentences into English using the indicated words from the vocabulary list.**

- |             |                                                                                                          |
|-------------|----------------------------------------------------------------------------------------------------------|
| ambiguous   | 1. Потребуется дополнительное исследование, так как полученный результат является <i>двусмысленным</i> . |
| to contrive | 2. Он <i>умудрился</i> закончить тест раньше всех.                                                       |
| to disturb  | 3. Меня <i>встревожила</i> новость, что профессор серьезно заболел.                                      |

single-minded	4. Он такой <i>целеустремленный</i> человек, что, без сомнения, добьется своей цели.
veracity	5. <i>Достоверность</i> гипотезы нужно доказать.
tolerance	6. Следует проявлять <i>терпимость</i> к недостаткам других.
to obsess	7. Меня <i>преследовала</i> мысль, что я не сдам экзамен по возрастной психологии.
gifted	8. Необходимы специальные программы для <i>одаренных</i> детей.
to confuse	9. Он все хорошо знает и вряд ли какой-нибудь вопрос может <i>привести</i> его в <i>замешательство</i> .
to gauge	10. Прежде чем включить его в эту группу, неплохо было бы <i>оценить</i> его.
venturesome enterprise	11. Наш <i>дерзкий</i> план был реализован благодаря его <i>инициативе</i> .
to verify	12. Были проведены новые исследования, чтобы <i>подтвердить правильность</i> выдвинутой теории.

## READING

### CREATIVE THINKING

#### Defining creativity

The word *creativity* is amongst the most confused and misused concepts in the study of human behavior. Both American and British psychologists have been known to use it synonymously with 'imagination', 'originality', 'divergent thinking', 'inventiveness', 'intuition', 'venturesomeness', 'exploration', 'giftedness' and so on. The truth is we know very little about what makes a creative person and even less about the

determinants of creativity. Consequently, there is no clear, unambiguous and widely accepted definition of creativity.

The reasons for this difficulty of definition are not hard to find. Consider, for example, the question of aesthetic enterprises in art, music, sculpture or writing. What objective criterion can we use to evaluate the 'amount' of creativity which has taken place in a work of art? There is no sense in which we can arrive at a widely accepted judgement of creativeness, since in art, music or writing, one man's meat is another man's poison. For this reason, attention tends to have been directed to scientific discovery rather than to artistic creation in the study of creative thinking. Another problem is the confusion arising from our concern to describe the process involved in creative activity from an observation of the products. We assume that particular modes of thinking have taken place when certain kinds of response appear.

There is some measure of agreement, that, at its simplest, cognitive creativity (it is hard at this point in our knowledge to include aesthetic creativity as well) results in ideas which are novel, useful and relevant to the solution of problems being examined. 'Novelty' is used here in the sense of combining or rearranging established patterns of knowledge in unique fashions; of course, this can happen at many different levels, as when children constantly create new ideas which, for them, are completely original, but which within the culture are quite familiar. Originality at the highest level would have to occur in the much wider context of the world of knowledge. Nevertheless, many studies are based on the assumption that fluency, variety and novelty of ideas contrived by young people, using familiar material, signify a potentially creative mind. Perhaps, one important consideration of a novel response, at present impossible to gauge with certainty, is the *quality of the process* which produced it.

Not all novel responses reflect creative talent. False answers are novel, so are the bizarre statements and actions of the mentally ill; but we could hardly classify these as creative in the cognitive sense. Originality, then, is not enough. There must be a measure of relevance to the solution of a problem as well. Usefulness is not quite so obvious because in science we often find that an original idea has no immediate application and must wait for advances in other fields before it becomes useful.

### Assessing creativity

Now it is necessary to give an appraisal of the attempts made to assess the term 'creativity'. A concept which is difficult to define is difficult to measure. Consequently, a number of approaches to the study of creativity have developed in this century. Perhaps the three most promising are: (a) studies of the lifestyles of creative people; (b) assessment, using operational definitions, of the *products* of creative activity; (c) attempts to discover the *processes* of creative activity. Of these, the first and the second have been employed with somewhat greater regularity than the last, because observing people's behavior is easier than trying to discover the processes of internal mental behavior.

### Creative people: biographical studies

The search for distinguishing characteristics and capacities of creative people has a fairly long history. In the cognitive sphere it is still widely held that creative ability is largely a manifestation of the highly intelligent. Thus, in order to find creative people, you would look amongst those with high intelligence.

Other generalizations about the personal qualities of creative men and women depict them as single-minded, stubborn, non-conformist and persistent in tasks which engage their imaginations. Tolerance to ambiguity is high; they may even enjoy dilemmas and

searching out problems which have diverse possibilities. Risk-taking and venturesomeness with ideas appeal to the creative mind. What we are not clear about is the evidence for distinctive qualities in the thinking styles adopted by creative people when they solve problems.

### Divergent thinking

The criteria for judging eminent person's talent in a special field are fairly obvious: he or she must create original ideas which can be clearly recognized as pushing forward the frontiers of knowledge in that specialism. But can we devise objective tests which would predict this creative talent?

New light was thrown on this problem by Guilford in the early 1950s, when he introduced his 'model of the intellect'. He postulated several cognitive operations, amongst which he included *convergent* and *divergent thinking*. The convergent thinker is distinguished by an ability to deal with problems requiring one conventional correct solution clearly obtainable from the information available. Problems of this kind can be found in all intelligence tests and in many 'objective-type' questions, in which a problem is presented with several solutions, only one of which is correct. No opportunity is given for productive thinking beyond the information supplied; in fact, items with more than one solution are discarded as unsatisfactory.

The divergent thinker, on the other hand, is adept in problems requiring the generation of several equally acceptable solutions, where the emphasis is on the quantity, variety and originality of responses. In general the items of convergent and divergent thinking tests encourage different approaches, and it is this aspect which has led some psychologists to correlate divergent thinking with creative thinking. As yet, the relationship has still to be verified convincingly.

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COMPREHENSION CHECK

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**Exercise 1.** Say whether these statements are true (T) or false (F), and if they are false, say why.

- T F 1. The term 'creativity' has many synonyms, such as 'imagination', 'enterprise', 'venturesomeness', 'intuition' and others.
- T F 2. Creativity is easy to define.
- T F 3. Novelty is combining or rearranging established patterns of knowledge in a unique way.
- T F 4. Novelty is a sign of creative talent.
- T F 5. Usefulness as a sign of creative talent must be always taken into account.
- T F 6. There are many approaches to study creativity.
- T F 7. Assessment of the products of creative activity is easier than investigating the processes of creativity.
- T F 8. As a rule, there is no difference in IQ between creative and non-creative people.
- T F 9. Creative people possess such personal qualities as single-mindedness, persistence, tolerance to ambiguity, risk-taking and others.
- T F 10. Convergent thinking is associated with creativity.

**Exercise 2.** Be ready to answer questions on *creativity* that you were asked at the beginning of the unit.

**Exercise 3.** Ask your partner

- why it is difficult to define creativity
- what kinds of ideas creative activity results in
- if novelty is the same for children and adults

- what three most promising approaches to study creativity you can mention
- which two of the three approaches have been employed with greater regularity and why
- what qualities creative people possess
- what the difference between convergent and divergent thinking is
- whether creativity is associated with divergent or convergent thinking

### LANGUAGE FOCUS

**Exercise 1. Match the English word combinations in the left-hand column with the Russian equivalents in the right-hand column.**

1	confusion arising from...	A	творческому уму нравится риск
2	one man's meat is another man's poison	B	вопросы, имеющие более одного решения, отбрасываются
3	search out problems which have diverse possibilities	C	перегруппировка по-новому устоявшихся моделей
4	items with more than one solution are discarded	D	странные заявления и действия психически нездоровых людей
5	rearranging established patterns in unique fashions	E	едва ли их можно считать творческими людьми
6	bizarre statements and actions of the mentally ill	F	задачи, которые занимают их воображение (увлекают их)
7	we could hardly classify these people as creative	G	выискивать проблемы, которые можно решить по-разному
8	tasks which engage their imagination	H	что хорошо для одного, плохо для другого
9	risk-taking appeals to the creative mind	I	путаница, связанная с...

**Exercise 2. Match the psychological terms in the left-hand column with their definitions in the right-hand column.** (The definitions are taken from *Dictionary of Psychology* by J.P. Chaplin, N.Y., 1976)

1	giftedness	A	1) the collecting of empirical data for the purpose of testing a hypothesis 2) one of the states of creative or artistic thinking in which the thinker evaluates the results of illumination or a sudden solution of the problem
2	assumption	B	the ability to stand strain, stress, drugs or other procedures without excessive psychological or physiological harm
3	obsession	C	possessing a talent to a high degree
4	verification	D	a persistent and often irrational idea which may be accompanied by a compulsion to carry out an act
5	tolerance	E	a comparison and often determination of the relative importance of a phenomenon, a score, or test result
6	evaluation	F	a supposition that smth is true for the purpose of theoretical development
7	inspiration	G	1) the act of drawing air into the lungs 2) the sudden solution to a problem or the occurrence of a creative idea without previous trial and error or reasoning

**Exercise 3.**

**A. Guess the meaning and give the appropriate translation of the English terminological word combinations.**

involvement: ego ~, emotional ~, group ~, organismic ~, social ~, affective ~, motivational ~

creative: ~ work, ~ thinking, ~ personality, ~ abilities, ~ power, ~ frustration



disturbance: acoustic ~, coordination ~, emotional ~, functional ~, motor ~, personality ~, physiological ~, systemic ~, visual ~, consciousness ~, ~ of growth, ~ of mind

evaluation: objective ~, subjective ~, job ~, training ~, anticipatory ~

confusion: laterality ~, mental ~, size-age ~

assessment: clinical ~, physiological ~, computer-assisted ~, judgement ~, medical ~, faulty ~, intelligence ~, reliability ~, priority ~, ~ of ability

tolerance: stress ~, error ~, acquired ~, affective ~, ambiguity ~, anxiety ~, frustration ~, human ~, increased ~, mental ~, subjective ~

obsession: impulsive ~, masked ~, somatic ~

**B. Convey the meaning of some terms in your own words.**

**Exercise 4.**

**A. Fill in the columns with the proper derivatives of the following words whenever possible.**

Verb	Noun	Adjective	Adverb
evaluate	...	...	...
...	...	inventive	...
...	involvement	...	—
...	...	tolerant	...
...	...	single-minded	...
...	venturesomeness	...	...
obsess	...	...	...
evolve	...	...	—

**B. Put a suitable word from the box above into each gap.**

1. Due to friendly environment and efficient teaching, he managed to \_\_\_ new talents. 2. Only when

the novel idea found its application did it become possible to \_\_\_\_ the full significance of the discovery. 3. Second-year psychology students got \_\_\_\_ in working with problem children. 4. Fear to fail has become an \_\_\_\_ with me. 5. I would rely on him. He is so \_\_\_\_ that he is certain to find a way out of the difficulty. 6. I can't \_\_\_\_ his interference in my affairs. 7. He is trying to achieve his goal so stubbornly, \_\_\_\_ and \_\_\_\_ that, undoubtedly, he'll succeed. 8. Being a man of enterprise he \_\_\_\_ to establish a new laboratory to investigate the phenomenon.

**Exercise 5. Arrange the following words into pairs of (a) antonyms and (b) synonyms.**

- |                |              |
|----------------|--------------|
| a) to create   | veracity     |
| to involve     | to disturb   |
| evolution      | disturbance  |
| out-of-date    | to destroy   |
| falsity        | degeneration |
| to inspire     | to exclude   |
| common         | novel        |
| to leave alone | to expire    |
| calm           | particular   |
|                |              |
| b) to venture  | to measure   |
| to tolerate    | odd          |
| to mix up      | to suppose   |
| ambiguous      | to stand     |
| to gauge       | amount       |
| to assume      | talent       |
| to disturb     | to risk      |
| gift           | to confuse   |
| bizarre        | to interfere |
| quantity       | uncertain    |

## SPEAKING AND DISCUSSION

**Exercise 1.** Answer the following questions to the text making use of expressions given in the box below.

From my point of view,...; As I see it...; It would seem to me that...; Personally, I think that...; As far as I can judge...

1. Why do many psychologists often use such terms, as 'creativity', 'inventiveness', 'imagination', 'venturesomeness' and 'giftedness' indiscriminately?
2. Why is it difficult to define the term 'creativity'?
3. Why can't we say that such characteristics as novelty and originality always reflect creative talent?
4. Why can't usefulness be always taken into account while evaluating creativity?
5. What are the three most promising approaches to study creativity?
6. What personal qualities and characteristics are common for highly creative people?
7. Why do some psychologists correlate divergent thinking with creative thinking?

**Exercise 2.** Retell the text using your active vocabulary.

**Exercise 3.**

**Task 1. Work in pairs and discuss with your partner**

- why there is growing interest in the problem of creativeness
- in what spheres of life creative people are in great demand
- whether school encourages or discourages creative thinking and how

**Task 2. Scan the text below and**

- find there three factors that, according to D.Child, ‘have contributed to the increase in enthusiasm for research in creative thinking’
- give an appropriate title to the text

**TEXT**

There can be few students who have not encountered the concept of creative thinking in one form or another, or failed to detect the upsurge of interest in recent years. At a national level, we are told that advanced industrial societies cannot survive, develop and compete without the continued emergence of creative people in ever-increasing numbers in political, social and scientific pursuits. This has prompted many governments to sponsor research dedicated to the task of identifying, measuring, cultivating and exploiting creative talent.

For psychologists, there are at least three factors which have contributed to the increase in enthusiasm for research in creative thinking. One is that conventional tests of intelligence have not convincingly demonstrated that they can distinguish the potentially creative from the not so creative. When you look at a class of bright boys and girls with high measures of intelligence it is virtually impossible to pick out those who will go on to be creative people from those who will not. Thus, while it remains true that creative individuals are amongst those with high intelligence, the relationship between creative capacity and IQ is not so straightforward.

The second reason for the upsurge in enthusiasm in creative thinking is the knowledge explosion which has tended to render conventional modes of learning and teaching of limited efficiency. The teaching of science, especially in preparation for examinable subjects, has frequently taken the form of ‘here are the facts; now use them.’ This is not to deny the central importance of fact assimilation

and recall, but where the psychologist's interests lie is in the strategies of learning and reasoning which the situation imposes on the child, and the lasting influence these might have on the way that child tackles problems. Learning tactical skills of approaching a task in an open-minded fashion and selecting the important aspects in arriving at solutions may well be enhanced or inhibited by the learning methods we encourage in the classroom.

Third, we have long been interested in the interaction between cognitive and non-cognitive variables. Doubtless, there are aspects of personality, motivation and will which are involved in creativeness. The adoption of particular thinking strategies, in addition to being acquired as part of learning at home or in school, may also be a function of personality. Creative ability has long been associated with personality.

*D. Child. Psychology and the Teacher, L., 1995, pp. 216–217*

### **Task 3. Suggest the Russian for**

- This has prompted many governments to sponsor research dedicated to the task;
- The relationship between creative capacity and IQ is not straightforward;
- ...the knowledge explosion which has tended to render conventional modes of learning and teaching of limited efficiency;
- examinable subjects;
- ...the lasting influence these (strategies of learning and reasoning) might have on the way that child tackles problems;
- The adoption of particular thinking strategies, in addition to being acquired as part of learning at home or in school, may...

### **Task 4. Find in the text parts of sentences corresponding to the following Russian ones.**

- столкнуться с понятием;

- обнаружить возросший интерес;
- постоянное появление все большего числа творческих людей;
- (этому) могут способствовать или мешать методы обучения;
- приобретение практических навыков непредвзято подходить к решению задач;
- когнитивные и некогнитивные переменные.

**Task 5. Turn to Task 1 of the exercise and discuss the same problems again after reading the above text.**

**Task 6. Express your opinion about how our school and University cultivate students' creativeness.**

#### **Exercise 4.**

**Task 1. Discuss with your partner and be ready to say a few words on what is meant by 'creative process'.**

**Task 2. Scan the text below and find**

- the names of four stages in the creative cycle;
- the main task at the preparatory stage and the way it is carried out;
- the reason why the incubation period is essential;
- the main distinguishing feature of the inspiration stage;
- verification as an indispensable part of the creative process.

### **THE CREATIVE PROCESS**

Psychologists and teachers alike have long been intrigued by the processes of creative thought and after

many years have little more than a handful of speculations. The most popular method of investigation has been the study of famous men of literature, science, and mathematics, using biography and interview.

Graham Wallas, after studying Helmholtz and Poincare, recognized four stages in the creative cycle, namely, preparation, incubation, inspiration (or illumination) and verification.

### Preparation

The forerunner of the preparatory stage is the ability to spot a problem. The existence of a problem often excites and obsesses the creative mind so much that it becomes restless and disturbed. Preparation then takes place and involves a detailed investigation of all the possibilities surrounding the problem from reading, discussing and questioning to making notes and trying out solutions.

### Incubation

Following a period of deliberate activity in search of evidence and solutions comes a time when no conscious effort is made. This incubation period may be short or very extensive. Some authors in both arts and science have remarked on the time it sometimes takes for the germ of an idea to take shape. We have no idea what goes on during this period, but speculation has it that ideas are 'worked on' at a subconscious level to reform and evolve new combinations of ideas.

### Inspiration

This is the sudden flash of insight we all experience when a confusion of ideas suddenly takes shape. Sometimes it happens after sleep, during a walk or in the bath (Archimedes). Tchaikovsky, in a letter to his patron, Frau von Merck, describes his fourth symphony and makes a general comment about creative inspiration: 'As a rule the germ of work appears suddenly and unexpectedly. If the soil is fertile – that is to say, if the composer

is suitably disposed – the seed takes root, rapidly shooting the stem, leaves and finally blossom’. We have here a classical example of the inspiration stage.

### Verification

Having bright ideas is one thing: they then require confirmation. Often the creator is fairly convinced of the veracity of the solution long before he or she puts it to the test. But there follows a stage of active revision, expansion and correction.

We see from this creative cycle that creativity is rarely, if ever, an event which happens over coffee. There is usually a time-consuming, tenacious and detailed period of mental activity. The inescapable conclusion from Wallas’s work is that creative output needs time and effort.

*D. Child. Psychology and the Teacher, L., 1995, pp. 223–224*

### **Task 3. Suggest the Russian for**

- psychologists and teachers alike
- to have little more than a handful speculations
- to spot a problem
- the germ of an idea
- to reform and evolve new combinations of ideas
- that is to say
- creative output

### **Task 4. Find in the text parts of sentences corresponding to the following Russian ones.**

- если почва плодородная, семечко укоренится, быстро пустит росток, листья и, наконец, расцветет
- если композитор настроен соответствующим образом
- обычно это период длительной, настойчивой, обстоятельной умственной работы

### **Task 5. Say a few words about the four stages of the creative process.**



**Exercise 5.** Choose one of the following topics connected with *creativity* and prepare a report on it.

1. Defining creativity
2. Creative abilities of children and adults
3. The way school and University environments influence creativity
4. Creative people and their characteristics
5. Studying creative output as a way to understand creativity
6. Dependence of creativity on the mode of thinking (convergent – divergent)
7. The creative process and its stages
8. The biography of an eminent creative person
9. The main means and techniques to study creativity

## WRITING

**Exercise 1.** Write a short summary of the report on *creativity* you have made.

**Exercise 2.** Render the text on *creativity tests* into English making use of the active vocabulary given in the box.

to involve, venturesomeness, verification, to result (in), to contrive, assessment, novel, flexibility, obsession, inventiveness, novelty, veracity, ambiguous, fluency, evaluation

Тесты креативности – методики для изучения и проверки наличия творческих способностей. Способность *придумывать новое*, отклоняться (to diverge) от привычных схем мышления, быстро решать проблемы называется креативностью.

Изучение креативности *включает* анализ жизненного опыта и индивидуальных особенностей творческой личности; анализ творческого мышления и факторов, с ним связанных (таких как *гибкость, быстрота, изобретательность, рисковость, одержимость, оригинальность (новизна)*, чувствительность (sensitivity) к проблемам и т.д.); а также анализ результатов.

Вопрос о креативности как о самостоятельном, независимом от интеллекта свойстве остается *неясным*. Сложно найти способы *оценки* креативности, проверки *достоверности оценки*.

Возрастная изменчивость креативности, ее зависимость от внешних воздействий *приводят* к низкой прогностичности (predictability) тестов креативности.

## GRAMMAR REVISION

### The Participle

The Participle is a non-finite form of the verb. There are two participles in English – Participle I (or the Present Participle) and Participle II (or the Past Participle).

Participle II has only one form, that is the third basic form of the verb, and conveys a passive meaning:

written – написанный

translated – переведенный

Participle I is formed by adding suffix *-ing* to the stem of the verb. It has the following forms.

	Active	Passive
Present	telling – рассказывающий, рассказывая	being told – будучи рассказанным
Perfect	having told – рассказав	having been told – будучи рассказанным

The Participle may have the following syntactic functions.

	Functions	Examples
1	Attribute	1. The work <i>done</i> is of great importance for the future of the science. 2. They were trying to memorize all the words <i>written</i> on the blackboard. 3. The <i>sleeping</i> girl was unaware of the noise around her. 4. The boy <i>asking</i> questions is very clever.
2	Adverbial modifier	Pavlov noticed the phenomenon <i>carrying</i> on his experiments on digestion.
3	Predicative	The experience was <i>satisfying</i> .
4	As a part of a complex object	We watched the subjects <i>filling</i> in their questionnaires.
5	Parenthesis	<i>Frankly speaking</i> , I don't like to be asked such questions.
6	A part of a finite form of a verb	1. I like the way she is <i>bringing</i> up her son. 2. The experiment was successfully <i>completed</i> .

The Participle is also used in the so called **Absolute Participial Construction**.

The work having been completed, they published its results in a scientific magazine. – Когда работа была закончена, они опубликовали ее результаты в научном журнале. The problem being of vital importance, many scientists are trying to investigate it. – Так как эта проблема очень важна, многие ученые пытаются ее исследовать.

It is a construction where the Participle has the “subject” of its own, different from the subject of the sentence. The absolute construction is connected with the rest of the sentence logically, but not formally. This logical connection is only implied, but not expressed formally, though, as a rule, the construction is separated from the sentence by a comma. Most often the construc-

tion is rendered in Russian by means of an adverbial clause of time, cause, condition, etc. and is introduced by conjunctions *так как*, *когда*, *после того как*, *хотя* and others. The construction is used in written speech.

### Exercises

#### Exercise 1. Translate the following from Russian into English.

Оценивая, оценивающий, оценив, оцененный, будучи оцененным; обладая, обладающий; озадачивая, озадачивающий, озадаченный, озадачив, будучи озадаченным; подтверждая, подтверждающий, подтвердив, подтвержденный, будучи подтвержденным; завершая, завершающий, завершив, завершённый, будучи завершённым; создавая, создающий, создав, созданный, будучи созданным; руководящий, руководимый, будучи руководимым.

#### Exercise 2. Translate the following English sentences into Russian paying special attention to participles.

1. *Increasing* attention has recently been *given* to latency. 2. Some experimenters wait until the rat is *facing* the door, but to do so is to tamper (искажать) with the measurements *being taken*. 3. Logicians describe thinking as necessarily *involving* stages of hypothesis, deduction, experimental testing and confirmation. 4. *Beginning* with Thorndike's studies there has been a close and continuous relationship between motivation and learning. 5. The study of motivation is usually *not considered* as *including* intelligence and skill. 6. Crime and criminals receive special attention in the media, *having been* the subject of many movies, books and news reports. 7. *Taken* together, these control variable findings offer some interesting speculations. 8. To consider the

frequency of repeated responses in an individual demands something like the experimental situation just *described*. 9. The example shows the results *obtained*. 10. It has been demonstrated experimentally that non-verbal signals can also have an operant conditioning effect on thought and behavior, *reinforcing* what is *perceived* as *approved* and *discouraging* that which is *perceived* as *disapproved*. 11. The responses of approval or disapproval *received* by the patient from the therapist in the course of therapy become an operant conditioning system *shaping* his behavior in the *desired* direction. 12. *Starting* out from Breuer's method, I found myself *engaged* in a consideration of the mechanism of neurosis.

**Exercise 3. Choose the proper form of participles given in brackets.**

1. In classroom setting we find practices increasingly (*involving, involved*) such methods as 'creative writing', 'imaginative' work in art and drama. 2. At least three factors have contributed to the (*increased, increasing*) enthusiasm for research in creative thinking. 3. When (*looked, looking*) at bright boys and girls with high IQ measures it is hardly possible to predict who of them will become creative people in the future. 4. Learning may be enhanced or inhibited by the learning methods (*encouraged, encouraging*) in the classroom. 5. As (*indicated, indicating*) above, IQ tests require people to take information as (*given, giving*) and use it to arrive at a single correct answer.

**Exercise 4. Change the sentences below using participles instead of "when"- and "while"-clauses (without omitting "where" or "while") as follows.**

He was unaware of the noise while he was reading. → While reading he was unaware of the noise
--------------------------------------------------------------------------------------------------

1. We'd like to look at other examples while we are investigating the problem. 2. "High creatives" when they were compared with the high IQ group were less conformist, tended to overachieve and possessed a lively sense of humour. 3. Few students while they were studying literature on creative thinking failed to see the growing interest in it on the part of the scientific community. 4. Instructional methods are a success when they are deliberately used to enhance creative abilities. 5. The studies revealed that children when they were taught in a new way showed greater interest in their studies.

**Exercise 5. Translate the following sentences from Russian into English using participles.**

1. Наше исследование подтвердило гипотезу, выдвинутую группой российских ученых. 2. Интересуясь проблемой креативности, он старался познакомиться с творческими людьми. 3. Решив проблему, он попытался проверить правильность полученных результатов. 4. После того как его протестировали, его взяли в группу одаренных детей. 5. Смущенный и испуганный, он не смог правильно ответить ни на один вопрос. 6. Среди ученых, изучающих креативность, много российских психологов. 7. Будучи серьезно больным, он не смог провести давно запланированного эксперимента.

**Exercise 6. Translate the sentences into Russian paying attention to the Absolute Participial Construction.**

1. A class of bright children being observed, Hudson picked out those whom he expected to be especially good. 2. The research being completed, the conclusion was made that divergent thinking is partially dependent on intelligence and partially on other personality characteristics. 3. A completely tension-free and friendly atmosphere having been created, children were doing their

best. 4. The two groups being taught differently, their results differed as well. 5. Following the appearance of Guildford's model of intellect and his views on creativity, several researchers have attempted to confirm the independence of his convergent and divergent intellectual operations, the latter being taken as a measure of creativity.

**Exercise 7. Change sentences in Exercise 6 so as to use a clause instead of the Absolute Participial Construction. Follow the pattern.**

The work having been completed, we published its results in a scientific magazine. → After the work had been completed, we published its results in a scientific magazine.

## Unit III IMAGINATION

### APPROACHING THE TOPIC

**Discuss the following questions.**

1. What is imagination?
2. Does imagination have different senses and connotations when used in different contexts?
3. What role does imagination play in our life?

### VOCABULARY

1. (to be) akin, *a* – *predic.* сродни, близкий, родственный, похожий, такой же как
2. aspire, *v* – стремиться; домогаться (to, after, at)  
aspiration, *n* – стремление; сильное желание (достичь чего-л.)
3. canine, *a* – собачий
4. co-extensive, *a* – одинакового протяжения во времени или пространстве
5. cognitive, *a* – познавательный  
cognition, *n* – 1. познавательная способность; 2. знание, познание  
cognize, *v* – 1. познавать, знать; 2. замечать, обращать внимание
6. compel, *v* – заставлять, принуждать; подчинять
7. concurrently, *adv* – совместно, одновременно  
concurrent, *n* – 1. неотъемлемая часть; фактор; 2. сопутствующее обстоятельство  
concurrent, *a* – 1. совпадающий; 2. действующий совместно или одновременно
8. connotation, *n* – дополнительное, сопутствующее значение; то, что подразумевается  
connote, *v* – 1. иметь дополнительное, второстепенное значение (о слове); 2. иметь дополнительное следствие (о факте и т. п.); 3. означать



9. *contemplate*, *v* – 1. обдумывать; 2. созерцать; 3. рассматривать  
*contemplation*, *n* – 1. созерцание; 2. размышление; 3. рассмотрение  
*contemplative*, *a* – 1. созерцательный; 2. задумчивый
10. *conjecture*, *n* – догадка; предположение  
*conjecture*, *v* – догадываться, предполагать
11. *debunk*, *v* – разоблачать
12. *diverse*, *a* – 1. иной, отличный; 2. разнообразный, разный
13. *emerge*, *v* – 1. появляться, всплывать; 2. выясняться; 3. вставать, возникать  
*emergence*, *n* – появление, возникновение  
*emergent*, *a* – появляющийся, возникающий  
*emergency*, *n* – чрезвычайная ситуация / положение
14. *excess*, *n* – 1. избыток, излишек; 2. неумеренность, невожатанность; 3. крайность, чрезмерность
15. *explanatory*, *a* – объяснительный, толковый  
*explain*, *v* – объяснять  
*explanation*, *n* – объяснение, толкование
16. *framework*, *n* – 1. структура, рамки; 2. решетка
17. *imagination*, *n* – воображение, фантазия  
*imagine*, *v* – воображать, представлять себе, выдумывать  
*imaginative*, *a* – 1. одаренный богатым воображением; 2. об-разный  
*imaginable*, *a* – воображаемый  
*image*, *n* – 1. образ, представление; 2. изображение  
*imagery*, *n* – образы, образность
18. *imply*, *v* – 1. заключать в себе, значить; 2. подразумевать, предполагать  
*implication*, *n* – скрытый смысл / значение  
*implicit*, *a* – имплицитный, подразумеваемый
19. *inception*, *n* – начало
20. *indispensable*, *a* – 1. необходимый; 2. обязательный, не до-пускающий исключений (о законе)
21. *instigator*, *n* – 1. подстрекатель; 2. (человек) стимулиру-ющий терапию  
*instigate*, *v* – побуждать, подстрекать  
*instigation*, *n* – побуждение
22. *intrinsically*, *adv* – внутренне; в действительности, по сути
23. *in / by virtue of* – посредством чего-л., благодаря чему-л.
24. *pave*, *v* – мостить, выстилать, устилать; ~ the way прокла-дывать путь, подготавливать почву
25. *quadruped*, *n* – четвероногое животное

26. quasi-perceptual, *a* – квази-перцептивный (псевдоперцептивный)
27. regain, *v* – получать обратно, вновь приобретать
28. rehearse, *v* – повторять, репетировать  
rehearsal, *n* – повторение, репетиция
29. relevance, *n* – 1. тесная взаимосвязь; 2. релевантность  
relevant, *a* – релевантный, существенный
30. trite, *a* – банальный, избитый
31. ubiquitous, *a* – вездесущий, повсеместный
32. unitary, *a* – единичный, единый  
unit, *n* – 1. единица; 2. единица измерения  
unity, *n* – целостность, единство  
unite, *v* – объединять
33. vein, *n* – 1. вена; 2. ход мысли; канал (источник информации); 3. настроение, расположение
34. vicinity, *n* – соседство, близость; in the ~ of около, приблизительно

## DEVELOPING VOCABULARY

**Exercise 1. Translate the following word combinations into Russian paying attention to your active vocabulary.**

Pity is *akin* to love; *to aspire* after a political career, academic *aspiration*; *cognitive* psychology, in full *cognition* of the facts, paranormal *cognition*; *to compel* him to admit his part in the affair; both genetically and *concurrently*; to have different senses and *connotations* when used in different contexts, emotional *connotation*; to hazard (осмелиться) *a conjecture*, to be *a pure conjecture*; *to contemplate* changes, *to contemplate* a beautiful sunset; *debunking* evidence; *diverse* sorts of mental act; *to emerge* from the incident; *the excesses* of its secret police, *the excesses* of war; an *explanatory* dictionary, *explanatory* framework; an *implied* criticism, an *implied* threat; an *indispensable* role in human *cognition*; *an instigator* of all the unrest; *in*

*virtue of necessity; to pave the way to imagination; quasi-perceptual experience; to regain balance; to rehearse the events; to be of no relevance to today's problems, ego relevance; a trite phrase, some trite facts; ubiquitous mosquitoes; the operation of a unitary mental faculty, functional unity, perceptual unity; a vein of silver, in a serious vein; a vicinity of the house to the station.*

**Exercise 2. Translate the following sentences into Russian paying attention to your active vocabulary.**

1. His conscience *compelled* him to confess. He managed to *compel* obedience from us. She was *compelled* by illness to resign.
2. No new results *emerged* from their psychological experiments. He has *emerged* from this disaster with stress and neurotic anxiety.
3. *Cognition connotes* awareness including sensation but excluding emotion. The research has shown that our basic *connotive* vocabulary can be reduced to the three broad types of adjectives that most people use to describe the environment. The words, like 'good', 'happy', 'worthwhile', are some of the *connotive-type* words used evaluatively.
4. *Cognition* is the mental process by which we learn, think, and remember, and we use language to describe and understand the world around.
5. He was slowly *regaining* his memory after the accident. Shall we *regain* this trial alive?
6. She refuses to *contemplate* change in her psychological state. He seemed lost in *contemplation*.
7. I was right in my *conjectures* concerning his psychological problems. The doctor *conjectures* that the real reason for her illness was his attitude to her.
8. This article drew our attention to *diverse* branches of psychology.

9. He said very little directly but a great deal by *implication*. Are you *implying* that we are not telling the truth?
10. When he came to his consciousness he *rehearsed* the events of that day.
11. A good psychologist is quite *indispensable* to our company.

**Exercise 3. Translate the following sentences into English using the indicated words from the vocabulary list.**

- |                              |                                                                                                                                |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| to be akin                   | 1. Оказывается, что такое воображение <i>больше похоже</i> на предположение, чем на отчётливо видимое представление чего-либо. |
| aspire                       | 2. Она <i>страстно желала</i> стать психологом, невзирая ни на что.                                                            |
| compel                       | 3. Какие доводы могли бы <i>заставить</i> его принять эту теорию?                                                              |
| concurrently                 | 4. Учёные многих стран <i>одновременно</i> работают над этой проблемой.                                                        |
| connotation                  | 5. Какие <i>смысловые ассоциации</i> вызывает у вас этот предмет?                                                              |
| conjecture                   | 6. То, что он сказал, явилось всего лишь <i>предположением</i> .                                                               |
| contemplate<br>contemplation | 7. Мы ежедневно сталкиваемся с процессом <i>созерцания</i> в той или иной степени.                                             |
| debunk                       | 8. Прошло довольно много лет, прежде чем им удалось <i>разоблачить</i> преступников.                                           |
| debunking                    | 9. Никто не мог опровергнуть его <i>разоблачающие</i> доказательства.                                                          |
| diverse                      | 10. Она была поражена <i>разнообразием</i> его интересов.                                                                      |
| emerge                       | 11. Слово «воображать» <i>появлялось</i> в различных контекстах на протяжении веков.                                           |
| excess                       | 12. Одним из факторов явилась реакция на <i>крайности</i> романтической (воображаемой) риторики.                               |
| explanatory<br>framework     | 13. Приблизительно в это время понадобилась <i>объясняющая структура</i> , способная управ-                                    |

	лять когнитивным процессом у высших животных.
imply	14. Права всегда <i>предполагают</i> обязанности.
inception	15. Эта программа имела успех с самого <i>начала</i> .
indispensable	16. Аристотель полагал, что образы играют <i>необходимую</i> роль в человеческом познании.
instigator	17. Никто не знал, кто был истинным <i>виновником (инициатором)</i> этих беспорядков.
intrinsically	18. Ему <i>присуща</i> честность, хотя иногда он обманывает людей.
in virtue	19. Аристотель определяет воображение как что-то, « <i>благодаря</i> чему образ возникает в нас».
pave	20. Несомненно, его теория <i>подготовила почву</i> для проведения эксперимента.
regain	21. После аварии силы медленно <i>возвращались</i> к нему.
rehearsal	22. Существуют два вида <i>повторений</i> , но, вероятно, только один вид кодирует информацию в долговременную память.
relevance	23. То, о чём вы говорите, <i>никак не относится</i> к предмету нашего разговора.
trite	24. Рискую показаться <i>банальным</i> , я бы очень хотел, чтобы вы остались с нами.
ubiquitous	25. Ей надоел этот <i>вездесущий</i> человек.
unitary	26. Могут ли эти разнообразные виды умственной деятельности оказаться результатом действия <i>одних только</i> умственных способностей.
vein	27. В этой связи можно предположить <i>ход его мысли</i> .
vicinity	28. Его доход составляет <i>около</i> 15 тыс. фунтов в год.

## READING

### CONTEMPORARY USAGE

Imagination is traditionally the mental capacity for experiencing, constructing, or manipulating ‘mental imagery’ (quasi-perceptual experience). Imagina-

tion is also regarded as responsible for fantasy, inventiveness, idiosyncrasy, and creative, original, and insightful thought in general, and, sometimes for a much wider range of mental activities dealing with the non-actual, such as supposing, pretending, 'seeing as', thinking of possibilities, and even being mistaken.

Despite being a familiar word of everyday language, imagination is a very complex, contested, and evaluatively loaded concept. It, like many other terms, often appears to have radically different senses and connotations when used in different contexts. Although one major 20<sup>th</sup> century philosopher (Sartre) wrote two books on imagination early in his career, by the mid twentieth century the topic had become quite unfashionable in philosophical circles. Gilbert Ryle declared, in *The Concept of Mind*, that "There is no special Faculty of Imagination, occupying itself single-mindedly in fancied viewings and hearings" (1949), and this soon became a widely-accepted viewpoint. It was pointed out that although the verb "to imagine" in some contexts seems to be used to refer to the having of imagery, in other contexts this is not obviously the case. For example, it is not immediately apparent that imagining that Goldbach's conjecture has been proven involves imagery in any central way. Such imagining seems to be more closely akin to supposing, or just believing falsely, than to visualizing. In other contexts, "imagining" seems to be used in a way that is closer to "pretending" or to "thinking of a possibility". Now, it was asked, could all of these diverse sorts of mental act be reasonably supposed to be results of operation of a single, unitary mental faculty.

It might equally be asked how some trite facts about linguistic usage could be thought to raise a serious challenge to a key component of the cognitive theory that had dominated Western thought almost since its inception. (There are hot dogs, sun dogs and dog day afternoons, and a dogged investigation may in-

volve dogging someone's footsteps. None of them involve canine quadrupeds, but, equally, none of these expressions raise the slightest doubts about the existence of such creatures). One factor, no doubt, was a reaction against the excesses of Romantic rhetoric, but, more importantly, the traditional imagery-centered theories of cognition had come into question for quite different reasons. The combination of the linguistic turn in philosophy and the Behaviorist turn in psychology led to a widespread acceptance of the view that thought is ultimately based upon language rather than on imagery, and powerful criticisms of long accepted imagery based theories of linguistic meaning were put forward in the writings such as Frege, Wittgenstein, and Moritz Schlick. John B. Watson (1913), the influential instigator of the Behaviorist movement in psychology went so far as to question the very existence of imagery, and although few philosophers went quite this far, the debunking tone taken toward the notion by thinkers as diverse as Ryle and the French author Alain, led to a philosophical climate in which it was generally not taken seriously. Certainly it was no longer ubiquitous in cognitive theory, as it formerly had been, and we should hardly be surprised that in such circumstances it became difficult to see any unifying thread in all the diverse usages of "imagine" that had emerged over the centuries, still less any theoretical need for a faculty of imagination to account for them.

Things changed somewhat in the 1960s, early 1970s, when (through the efforts of cognitive psychologists such as Allan Paivio, Roger Shepard, and Stephen Kosslyn) imagery once again became respectable as a topic for experimental psychological investigation. At about the same time, considerations of need for an explanatory framework capable of handling cognitive process in higher animals and human infants (first language learning, in particular) led theorists away from theories that implied that "natural" (actual-

ly spoken) language is representationally basic. However, imagery is still far from regaining acceptance as the fundamental form of mental representation, and current theories of image formation hardly aspire to the central place in cognitive theory once occupied by imagination. In contemporary cognitive science, imagery is usually treated as merely a representationally dependent auxiliary to other, more fundamental and “abstract” forms of mental representation.

But if such things do underlie our thought processes, we are certainly not *conscious* of them as such, and thus their relevance to explaining *conscious* thought would seem to be, at best, indirect. People are frequently conscious of imagery, however, and it remains very arguable that all conscious mental contents are imaginal/perceptual in character. The recently renewed interest in trying to develop a scientific account of consciousness may thus be paving the way for imagination to be taken seriously once again.

*Thomas, N.J.T. Cognitive Science (23), 1999, pp. 207–245*

### COMPREHENSION CHECK

**Exercise 1.** Say whether these statements are true (T) or false (F), and if they are false, say why.

- T F 1. Most analytical philosophers were quite well aware of the fact that imagination existed.
- T F 2. Thought is ultimately based upon language rather than on imagery.
- T F 3. Things changed somewhat in the 1950s when imagery again became respectable as a topic for experimental psychological investigation.



- T F 4. Current theories of image formation aspire to the central place in cognitive theory once occupied by imagination.
- T F 5. In contemporary cognitive science imagery is usually treated as merely dependent auxiliary to other, more fundamental and “abstract” forms of mental representation.
- T F 6. Their relevance to explaining conscious thought would seem to be, at best, direct.
- T F 7. People are seldom conscious of imagery.
- T F 8. The recently renewed interest in trying to develop a scientific account of consciousness may be paving the way for imagination to be taken seriously.

**Exercise 2. Read the text again, divide it into logical parts, and give names to each of them.**

**Exercise 3. Make up questions to the following answers.**

1. \_\_\_\_\_  
Imagination is the mental capacity for experimenting, constructing, or manipulating “mental imagery”.
2. \_\_\_\_\_  
The topic had become quite unfashionable in philosophical circles by the mid twentieth century.
3. \_\_\_\_\_  
His viewpoint soon became widely accepted.
4. \_\_\_\_\_  
Such imagining seems to be more closely akin to supposing than to visualizing.
5. \_\_\_\_\_  
The traditional imagery centered theories of cognition had come into question for quite different reasons.
6. \_\_\_\_\_  
Things changed somewhat in the 1960s, early 1970s.

7. \_\_\_\_\_  
Current theories of image formation hardly aspire to the central place in cognitive theory.
8. \_\_\_\_\_  
We are not conscious of our thought processes as such.
9. \_\_\_\_\_  
All conscious mental contents are imaginal/perceptual in character.
10. \_\_\_\_\_  
Imagination will be taken seriously.

### LANGUAGE FOCUS

**Exercise 1. Match the words in the left-hand column with the definitions in the right-hand column.**

1.	cognition	a.	point out the true facts about people, ideas, etc.
2.	emerge	b.	beginning
3.	debunk	c.	experience of knowing including consciousness of things and judgement about people
4.	inception	d.	come out or appear from inside or from being hidden
5.	vein	e.	connection with the subject
6.	relevance	f.	something more than is responsible
7.	regain	g.	direct one's hopes and efforts to some important aim
8.	conjecture	h.	any of the tubes that carry the blood from any part of body to the heart
9.	diverse	i.	get or win back
10.	imply	j.	guess or judgement based on incomplete or uncertain information
11.	aspire	k.	express, show or mean indirectly
12.	excess	l.	showing variety

**Exercise 2. Find the following terms in the text and convey their meaning in your own words.**

Cognitive, compel, connotation, framework, instigator, pave, rehearse, in virtue, quasi-perceptive, indispensable.

**Exercise 3. Fill in the columns with the proper derivatives of the following words whenever possible.**

Verb	Noun	Adjective
aspire	...	-
...	...	cognitive
...	connotation	...
...	...	debunking
...	...	explanatory
imply	...	-
-	relevance	...
imagine	...	...
...	instigator	-
...	-	regaining
pave	...	-
...	...	diverse
contemplate	...	...
...	conjecture	-
emerge	...	...

**Exercise 4. Put the words from the following list into the gaps making changes whenever necessary.**

To aspire, instigator, relevance, to pave, to rehearse, cognitive, vicinity, indispensable, to imply, diverse

1. Psychologists who take \_\_\_\_\_ components approach focus on just such underlying mental process.

2. Aristotle expected images to play a central or even \_\_\_\_\_ role in human cognition.
3. Here you can \_\_\_\_\_ the possibilities, map out plans, and visualize overcoming obstacles.
4. Being in our \_\_\_\_\_ he was ready to attack us.
5. These theories \_\_\_\_\_ that actually spoken language is representationally basic.
6. The question is if all of these \_\_\_\_\_ sorts of mental act could be the results of the operation of a single mental faculty.
7. Their \_\_\_\_\_ to explain conscious thought would seem to be indirect.
8. A scientific account of consciousness may thus \_\_\_\_\_ the way for imagination to be taken seriously.
9. John B. Watson was the influential \_\_\_\_\_ of the Behaviorist movement in psychology.
10. Current theories of image formation hardly \_\_\_\_\_ to the central place in cognitive theory.

**Exercise 5. Arrange the following words in pairs of (a) synonyms and (b) antonyms:**

- a) inception, akin, various, to appear, not new, compulsory, to practice, guess, beginning, conjecture, diverse, trite, indispensable, to rehearse, like, desire, deep thought, to emerge, contemplation, aspiration;
- b) relevance, to disappear, confirmation, irrelevance, to emerge, conjecture, to hide, concurrent, to debunk, sequential.

**SPEAKING AND DISCUSSION**

**Exercise 1. Answer the following questions on the text.**

1. Why does imagination appear to have radically different senses and connotations when used in different contexts?

2. What did Gilbert Ryle declare in *The Concept of Mind*?
3. When did his viewpoint become widely accepted and why?
4. For what reasons had the traditional imagery centered theories of cognition come into question?
5. Why did things change in the 1960s?
6. What happened at about the same time?
7. Imagery is still far from regaining acceptance as the fundamental form of mental representation, is not it?
8. How is imagery treated in contemporary Cognitive Science?
9. Are people frequently conscious of imagery?
10. What may be paving the way for imagination to be taken seriously once again?

**Exercise 2. Retell the text using your active vocabulary.**

**Exercise 3. Give a summary of the text.**

**Exercise 4. Translate the following abstracts about imagination and give your opinion on them.**

- We all know about the five senses everyone possesses (provided they are not unfortunate enough to be either blind or deaf). There is also the sense of balance which some scientists say is not a sense but I always include as another of our vital animal senses.
- Around forty thousand years ago the culmination of billions of years of the evolution of life forms was occurring in the brains of the Homo Sapiens species. This 'final evolution' created a powerful new brain that allowed human beings to become aware of the wonders that surrounded them. A whole new world

had opened up for people! We had become ‘imaginative beings’. It was our ‘*seventh sense*’. This ‘*seventh sense*’ has opened a whole new world for mankind to enjoy. It has allowed mankind to reach out beyond the very narrow animal world into a vast new universe to “see” the wonders of nature.

- We share our other senses: sight, smell, hearing, feeling, taste, and balance with the other animals. These are the senses that are vital for animal survival. They are the vital contacts between the physical body and the environment that surrounds it. They tell us what is happening to our body and about our immediate surroundings.
- They tell us whether we are in danger, our spatial orientation, whether we are hot or cold, if the food is good or bad, sweet or sour. They help us hunt for food (see, smell, listen). They warn us if another predatory animal in our vicinity is ready to attack us. All these senses are extremely vital for our well-being and survival. We could not survive without them. We share these six senses with all other animals. They are our ‘*animal senses*’.
- Humans have all these senses, although they may not be as keen as some of the other animals. We may not be able to see as good as an eagle and our nose is not as sensitive as a bloodhound, but our animal senses are sufficient for our survival. Humans, as well as all the other animals have the six senses, necessary to carry their style of life. The higher animals also have a limited imagination enough, so that they may survive and prosper, but that’s about all.
- In addition to the animal senses, nature has bestowed a very special ‘*seventh sense*’ on human beings. It is an immensely powerful imagination. It is not a vital gift, it is a special gift.
- ‘Human imagination’ has allowed mankind to climb from the valley of the ordinary to the peak of the

mountain, where all of nature's wonders lie before it. It elevated the human race to a quantum level above all other animals. It allows us to "see" deep into the secrets of nature, to think abstract thoughts, to associate marks on a paper with objects and profound ideas of other human beings, to communicate verbally with other people, to create and listen to beautiful music. (The other animals can also hear music, but they cannot appreciate or comprehend its meaning or richness of its rhythms and melodies). It has increased our cognitive powers enormously.

- We can look at a collection of colors dabbed on a canvas and perceive it as a beautiful painting, a work of art. It allows us to 'see' into the past and project into the future. It allows us to perceive the beauty of God's creativity. It has allowed mankind to create and progress over the ages. It allows us to 'see' things that no other animal can. No other animal has this '*imaginative power*'. It is strictly a human sense. This '*seventh sense*', 'Human Imagination' had created the '*Mind*' of mankind!

*Donald Hamilton. The Mind of Mankind*

**Exercise 5. Scan the following text and do the tasks below.**

## IMAGINATION

Aristotle sometimes recognizes imagination as a distinct capacity, on par with perception and mind. Although he does not discuss it at length, nor even characterizes it intrinsically in any detailed way, Aristotle does take pains to distinguish it from both perception and mind. In a brief discussion dedicated to imagination, Aristotle identifies it as "that in virtue of which an image occurs in us" where this is evidently given a broad

range of application, including the activities involved in thoughts, dreams, and memories. Aristotle is, however, mainly concerned to distinguish imagination from perception and mind. He distinguishes it from perception on a host of grounds, including: imagination produces images when there is no perception, as in dreams; imagination is lacking in some lower animals, even though they have perception, which shows that imagination and perception are not even co-extensive, and perception is, Aristotle claims, always true, whereas imagination can be false, false even in fantastic ways. He also denies that imagination can be identified with mind or belief, or any combination of belief and perception, even though it comes about through sense perception. The suggestion, then, is that imagination is a faculty in humans and most other animals which produces, stores, and recalls the images used in a variety of cognitive activities, including those which motivate and guide action. Because he tends to treat imagination pictographically, Aristotle seems to regard the images used in cognitive processes as copies or likenesses of external objects. He holds this much in common with many empirically oriented cognitive psychologists. Typically he will suggest, in this vein, that thought requires images, both genetically and concurrently, so that "whenever one contemplates, one necessarily at the same time contemplates in images". His suggestion in this direction may seem unfortunate, since for a broad range of thoughts, images, construed naturally and narrowly as pictorial representations, seem unnecessary or even plainly irrelevant. (It is hard to fathom, e.g., what image corresponds to the thought that gerunds make for ungainly syntax – still less is clear what grounds could compel one to agree that some image or other must accompany it). Perhaps, though, his remarks should be tempered by the recognition that Aristotle accepts the existence of a thinking god whose activity is exhausted by thinking, but



whose thinking is not plausibly regarded as imagistic. If that is so, Aristotle could not accept the thesis that for any episode of thought  $t$ , necessarily  $t$  is or is directed upon a pictorial image. Still, Aristotle clearly expects images, so construed, to play a central or even indispensable role in human cognition.

*Stanford Encyclopedia of Philosophy. Supplement to Aristotle's Psychology. Copyright 2000 by Christopher Shields shields@colorado.edu*

**Task 1. Say whether the following statements are true (T) or false (F), and if they are false, say why.**

- T F 1. Aristotle doesn't take pains to distinguish imagination from both perception and mind.
- T F 2. He claims that imagination can be identified with mind or belief or any combination of belief and perception.
- T F 3. He doesn't have much in common with many other empirically oriented cognitive psychologists.
- T F 4. Typically he will doubt that thought requires images, both genetically and concurrently.
- T F 5. Aristotle doesn't clearly expect images to play an indispensable role in human cognition.

**Task 2. Pair work. Ask 6 special questions to the text while your partner will answer them.**

**Task 3. Develop the idea of the text using the vocabulary.**

**Task 4. Give a summary of the text.**

**Exercise 6. Express your opinion on what famous people say about imagination.**

Seeing all possibilities, seeing all that can be done, and how it can be done, marks the power of imagination. Your imagination stands as your own personal laboratory. Here you can rehearse the possibilities, map out plans, and visualize overcoming obstacles. Imagination turns possibilities into reality.

The source and center of all man's creative power ... is his power of making images, or the power of imagination.

ROBERT COLLIER

You see things, and you say, "Why?" But I dream things that never were, and I say, "Why not?"

GEORGE BERNARD SHAW

We are told never to cross a bridge till we come to it, but this world is owned by men who have "crossed bridges" in their imagination far ahead of the crowd.

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Our aspirations are our possibilities.

ROBERT BROWNING

Two percent of the people think, three percent of the people think they think, and ninety-five percent of the people would rather die than think.

GEORGE BERNARD SHAW

The great successful men of the world have used their imagination, they think ahead and create their mental picture, and then go to work materializing that picture in all its details, filling in here, adding a little there, altering this a bit and that a bit, but steadily building - steadily building.

ROBERT COLLIER

For imagination sets the goal “picture” which our automatic mechanism works on, we act, or fail to act, not because of “will”, as is so commonly believed, but because of imagination.

MAXWELL MALTZ

Far away there in the sunshine are my highest aspirations. I may not reach them, but I can look up and see their beauty, believe in them, and try to follow where they lead.

LOUISA MAY ALCOTT

The empires of the future are empires of the mind.

WINSTON CHURCHILL

First comes thought, then organization of that thought into ideas and plans, then transformation of those plans into reality. The beginning, as you will observe, is in your imagination.

NAPOLEON HILL

The entrepreneur is essentially a visualizer and an actualizer... He can visualize something, and when he visualizes it he sees exactly how to make it happen.

ROBERT L. SCHWARTZ

I am imagination. I can see what the eyes cannot see. I can hear what the ears cannot hear. I can feel what the heart cannot feel.

PETER NIVIO ZABLENGA

You will become as small as your controlling desire, or as great as your dominant aspiration.

JAMES BROUGHTON

Cherish your visions and your dreams as they are the children of your soul, the blue prints of your ultimate achievements.

NAPOLEON HILL

When you cease to dream you cease to live.  
MALCOLM S. FORBES

Image creates desire. You will what you imagine.  
J.G.GALLIMORE

**Exercise 7. Choose one of the following topics connected with *imagination* and prepare a report on it.**

1. Imagination in our life.
2. Different kinds of imagination.
3. Our 'seventh sense'.
4. Imagination, perception, and mind.

### WRITING

**Exercise 1. Write a short summary of the report you have made.**

**Exercise 2. Render the following text into English.**

### ВИДЫ ВООБРАЖЕНИЯ

Воображение характеризуется активностью. Вместе с тем воображение может быть использовано не только как условие творческой деятельности личности, направленное на преобразование окружающего. Воображение в некоторых случаях может выступать как *замена деятельности*. В этом случае человек временно уходит в область фантастических, далёких от реальности представлений, чтобы скрыться от кажущихся ему неразрешимых задач, от необходимости действовать, от тяжёлых условий жизни, от своих ошибок и т.д. Здесь *фантазия* создаёт образы, которые не воплощаются в жизнь, намечает программы

поведения, которые не осуществляются и зачастую не могут быть осуществлёнными. Такая форма воображения называется *пассивным воображением*.

Человек может вызывать *пассивное воображение* преднамеренно: такого рода образы фантазии называются *грёзами*. Всем людям свойственно грезить о чём-то радостном, приятном, заманчивом. *Пассивное воображение* может возникать и непреднамеренно. Это происходит главным образом при ослаблении контролирующей роли сознания, в состоянии аффекта, во сне (сновидения), при патологических расстройствах сознания (галлюцинации) и т.д.

Если *пассивное воображение* может быть преднамеренным и непреднамеренным, то *активное воображение* – творческим и воссоздающим. Воображение, имеющее в своей основе создание образов, соответствующих описанию, называют *воссоздающим*. При чтении литературы, при изучении географических карт и исторических описаний человек воссоздаёт при помощи воображения то, что отображено в этих книгах, картах, рассказах.

*Творческое воображение*, в отличие от *воссоздающего*, предполагает создание новых образов, которые реализуются в оригинальных и ценных продуктах деятельности. Ценность творческой личности во многом зависит от того, какие виды воображения преобладают в её структуре.

Петровский А. В. Введение в психологию. М.: Издательский центр «Академия», 1995, с. 224, 225

## GRAMMAR REVISION

### The Gerund

The Gerund is a non-finite form of the verb, which combines both verbal and nominal characteristics. It is

formed by adding the suffix *-ing* to the stem of the verb, and coincides in form with Participle 1.

The forms of the gerund in Modern English are as follows:

	Active	Passive
Simple (Indefinite)	writing	being written
Perfect	having written	having been written

The Gerund can perform the following functions:

Subject	<i>Smoking</i> leads to meditation. (Collins)
Part of a compound verbal predicate	He began <i>investigating</i> that problem last year.
Part of a compound nominal predicate	My task is <i>carrying out</i> this experiment.
Object	I like <i>making</i> people happy.
Attribute	They like his suggestion of <i>solving</i> that psychological problem.
Adverbial modifier	<i>Upon waking</i> I found myself much recovered. (Swift)

The Gerund preceded by a noun in the common or a possessive case or a possessive pronoun forms a predicative construction, i.e. a construction in which the verbal element is in predicate relation to the nominal element.

1. I have a distinct recollection of *his* always *getting* the highest scores in our class. Я прекрасно помню, что он всегда получал самые высокие баллы в нашем классе.

2. There is not the remotest possibility of *anyone's finishing* the test ahead of the time. Нет ни малейшей возможности, что кто-нибудь закончит тест раньше времени.

3. *His coming* so late was very unpleasant. То, что он опоздал было очень неприятно.

This construction can perform the same functions in the sentence as the Gerund.

**Exercise 1. Translate the following sentences into Russian and comment on the functions of the Gerund.**

1. Writing quickly tires my hand. 2. I dislike being interrupted. 3. Seeing is believing. 4. It's no use discussing this problem now, it's too late. 5. The main thing to do in this situation is getting away as soon as possible. 6. Imagination is the mental capacity for experiencing, constructing, or manipulating mental imagery. 7. In other contexts, "imagining" seems to be used in a way that is closer to "pretending" or to "thinking of a possibility". 8. Who but a philosopher, however, would dream of denying that imagination has to do with imagery? 9. It would certainly be very convenient for metaphysicians if there were a mental faculty capable of providing a reliable test for possibility. 10. Understanding one's lifestyle is somewhat like understanding the style of a composer. 11. If our sense of belonging is not fulfilled, anxiety is the result. 12. In striving for goals that have meaning to us, we develop a unique style of life (Ausbacher, 1974).

**Exercise 2. Use the appropriate form of the Gerund of the verbs in brackets and insert prepositions where necessary.**

1. (to speak) without (to think) is (to shoot) without aim. 2. (to strive) for the goal of superiority, some develop their intellect, others, their artistic talent, and so on. 3. If one is talented in a given area, the other strives for recognition (to develop) other abilities. 4. Only when we have a sense (to belong), we are able to act with courage (to face) and (to deal) with our problems. 5. May is a psychologist most responsible (to translate) European existentialism into the mainstream of American psychotherapeutic theory and practice. 6. When she thinks

about (to assert) her own wishes and (to defy) her parents, she becomes anxious. 7. Many of the problems we experience are related to the fear (not to be) accepted by the groups we value. 8. If a pair of animals is shocked in a cage from which they cannot escape, they begin (to fight) when the shock starts and stop (to fight) when it ends. 9. (to experience) a traumatic event that is beyond a normal range of human suffering can have a profound and prolonged effect on the individual. 10. The term of social interest refers to an individual's awareness (to be) a part of the human community and to the individual's attitudes (to deal) with the social world. 11. It includes (to strive) for a better future for humanity. 12. The socialization process, which begins in childhood, involves (to find) a place in one's society and (to acquire) a sense (to belong) and (to contribute).

**Exercise 3. Point out complexes with the Gerund and comment on their functions in the following sentences.**

1. Your being so indifferent irritates me a great deal. 2. She was very excited about his favourite cake getting spoiled. 3. Her having failed at the entrance examination was a great disappointment to her mother. 4. We know nothing of his being in such a stressful situation. 5. Having strategies for her coping with the stress of imprisonment appears to have aided survival. 6. Of course, I should insist on your accepting the proper professional fee as a great psychologist. 7. We've got a lot of questions to settle before your taking part in this psychological experiment. 8. Michael was conscious of something deep and private stirring within himself (Galsworthy). 9. Have you ever heard of a man of sense rejecting such an offer? 10. He felt no uneasiness now in the thought of the brother and sister being alone together (Eliot).



**Exercise 4. Complete the following using the Gerund.**

1. What do you mean by ...? 2. The girl kept on ... .  
3. They disliked the idea of ... . 4. What kept you from ...?  
5. We don't often have the chance of ... . 6. She isn't used to ... .  
7. We couldn't even dream of ... . 8. He is fond of ... .  
9. She is looking forward to ... . 10. Is there any use in ... .  
11. He didn't care for ... . 12. What prevented him from ... ?

**Exercise 5. Make up sentences using the Gerund after the following verbs.**

Prevent, avoid, risk, remember, postpone, mind, rely, regret, excuse, suggest, enjoy, fancy, keep, stop, deny, forgive, it wants (needs).

**Exercise 6. Translate the following sentences into English using the Gerund.**

1. Этот вопрос стоит обсудить ещё раз, перед тем как принять окончательное решение. 2. Ему было стыдно, что он проявил раздражение. 3. Она не успокоится, пока весь мир не будет у её ног. 4. Результаты этого эксперимента нужно проверить ещё раз. 5. Я сожалею, что мне приходится говорить вам об этом, но вашего сына нужно показать психологу. 6. Она не могла объяснить, почему испытывала такое тревожное чувство, оставаясь одна с детьми. 7. Он избегает встречаться с этим человеком, так как испытывает сильное давление с его стороны. 8. Бесполезно объяснять ему, что он ведёт себя неадекватно. 9. Он продолжал настаивать на проведении этого исследования. 10. Если индивид безуспешно пытается преодолеть стресс, то апатия может смениться глубокой депрессией.

**Exercise 7. Point out gerunds, participles, and verbal nouns. Translate the sentences into Russian.**

1. She tried to speak lightly, but there was a lump in her throat and a tightening at her heart. 2. Imagination might also sometimes be responsible for the recombining of various image parts into chimerical forms. 3. Later Frankl was influenced by the writings of existential philosophers, and he began developing his own existential philosophy and psychotherapy. 4. He looked at us with a kind of cheerful cunning. 5. Imagination makes knowledge of the phenomenal world possible, by synthesizing the incoherent sensory manifold into representational images suitable to be brought under concepts. 6. May also recognizes the contributions of Binswanger and Boss to existential therapy, especially through their emphasis on viewing the client's own private world rather than seeing clients from an objective stance. 7. Contemporary theorists emphasize the importance of cognitive and emotional factors in determining physiological reactions to stressful events. 8. When talking with students about good teachers, it is common to hear teachers commended as "imaginative". 9. To account for the findings relating life changes to illness, the developers of the Life Events Scale hypothesized that the more major changes an individual experiences, the greater effort the individual must expend to adapt. 10. It is difficult to separate the effects of stress from such factors as diet, smoking, drinking, and other general health habits. 11. Stress may be more important in triggering help-seeking behavior than in triggering actual illness. 12. The main focus of discussion concerning imagination shifted away from cognitive theory and epistemology, and towards its role in original, creative thinking, especially in the arts.

## Unit IV MEMORY AND ATTENTION

### APPROACHING THE TOPIC

**Discuss the following questions.**

1. What is called memory?
2. How many kinds of memory do you know?
3. Are there any methods for memory improvement?
4. What role does attention play in the process of memory?

### VOCABULARY

1. chunk, *n* – большой кусок информации  
chunking, *n* – укрупнение информации
2. clarify, *v* – делать ясным, прояснять, вносить ясность  
clarification, *n* – пояснение, выяснение
3. cluster, *n* – 1. группа, скопление; 2. группа переменных, связанных каким-либо признаком; 3. кластер
4. “dichotic listening” task – задание на дихотическое прослушивание
5. distract, *v* – 1. отвлекать внимание; 2. сбивать с толку, смущать; расстраивать  
distraction, *n* – 1. отвлечение внимания; 2. развлечение; 3. рассеянность; 4. раздражение; сильное возбуждение, отчаяние; безумие
6. encode, *v* – кодировать, шифровать  
encoding, *n* – кодирование, шифрование
7. elaborative rehearsal – многократное повторение для сохранения информации в долговременной памяти
8. enlarge, *v* – 1. увеличивать(ся), укрупнять(ся); 2. расширяться; 3. распространяться (о чём-л.)
9. episodic memory – эпизодическая память
10. free recall test – ассоциативный тест

11. goal-directed control – контроль, направленный на достижение цели
12. long-term memory – долговременная память
13. maintenance rehearsal – повторение для сохранения информации в кратковременной памяти
14. manic-depressive illness – маниакально-депрессивное заболевание
15. mnemonic techniques – мнемотехника
16. modality – модальность
17. obsessive-compulsive disorder – обсессивно-компульсивное расстройство
18. occur, *v* – 1. случаться, происходить; 2. встречаться, попадаться; 3. приходить на ум  
occurrence, *n* – 1. случай, происшествие; 2. распространение
19. proactive interference – проактивная интерференция
20. procedural memory – процедурная память
21. recognition memory – память узнавания
22. retain, *v* – 1. удерживать, сдерживать, поддерживать; 2. сохранять; 3. помнить  
retention, *n* – 1. удержание, сохранение; 2. способность запоминания
23. retrieve, *v* – восстанавливать в памяти, воспроизводить  
retrieval, *n* – извлечение из памяти, воспроизведение
24. retroactive interference – ретроактивная интерференция
25. rigor, *n* – 1. озноб; 2. оцепенение, окоченение
26. semantic memory – семантическая память
27. sensory memory – сенсорная память
28. short-term memory – кратковременная память
29. solely, *adv* – единственно; только, исключительно
30. stimulus-response connection – связь стимул-реакция
31. store, *v* – накапливать, хранить в памяти  
storage, *n* – 1. хранение (информации); 2. запоминающее устройство  
storing, *n* – хранение
32. suppress, *v* – 1. подавлять, сдерживать; 2. скрывать, утаивать  
suppression, *n* – 1. торможение; 2. задержка, подавление;  
3. вытеснение
33. time-dependent decay – затухание (воспоминания), зависящее от промежутка времени с момента запоминания
34. tip-of-the-tongue phenomenon – явление «на кончике языка» (вертится слово на кончике языка и не вспоминается)

## DEVELOPING VOCABULARY

**Exercise 1. Translate the following word combinations into Russian paying attention to your active vocabulary.**

Seven *chunks* of information; attitude *cluster*, correlation *cluster*; *to clarify* the statement, *to clarify* further the attentional mechanisms, sudden *clarification*; *a distracting* influence; *elaborative* rehearsal; *encoding* of spatial location; the subjects' pupils *enlarged*; *episodic memory*; *free-recall test*; *goal-directed control*; visual-sense *modality*, sensory *modalities*; *obsessive-compulsive disorder*; frequency of *occurrence*, unexpected *occurrence*; *recognition memory*; *to retain* tension; the process of *retrieving* information; *storing* information; conditioned *suppression*; *time-dependent decay*; *tip-of-the-tongue phenomenon*.

**Exercise 2. Translate the following sentences into Russian paying attention to your active vocabulary.**

1. Ability to recall is affected by *encoding*, *retention* and *retrieving* processes. More meaningful processing at *encoding* seems to lead to longer, more reliable memories.
2. A range of disorders, including schizophrenia, *obsessive-compulsive disorder* and attention deficit, involve failures in the control of attention.
3. Attempts *to suppress* unpleasant thoughts and images often backfire.
4. *Short-term memory (STM)* has a limited capacity. *STM* acts to provide continuity from moment to moment in our activities. It also acts as the mechanism for transferring data to *long-term memory (LTM)*.

5. *Chunking* involves grouping a number of items into a unit that is then processed as a whole.
6. *Retrieval* of information can be fast. It is affected by cues present at the time of *retrieval*.
7. *Sensory memory* makes your visual world seem smooth and continuous despite frequent blinks of your eyes. *Sensory memory* maintains the visual images so that you are not aware of these interruptions.
8. Do not *distract* me with your silly questions. He loves her to *distraction*.
9. You can perform a skill, even if you have not been engaged in it for many months or years, by recalling the knowledge from *procedural memory*.
10. Repeating and making associations is called *elaborative rehearsal* and will likely result in *encoding* the information into *long-term memory*.
11. When you take an exam, you recall information about mental representations of objects, facts, and relationships from *semantic memory*.
12. *Storage* is the second step in memory, the process of *retaining* information in memory system for some time.

**Exercise 3. Translate the following sentences into English using the indicated words from the vocabulary list.**

- |          |                                                                                                                        |
|----------|------------------------------------------------------------------------------------------------------------------------|
| clarify  | 1. Эти эксперименты помогут <i>выяснить</i> , насколько хорошо человек способен владеть собой в той или иной ситуации. |
| enlarge  | 2. Она привела нам только голые факты, поэтому мы попросили её <i>рассказать</i> об этом более <i>подробно</i> .       |
| distract | 3. Шум <i>отвлекает</i> наше внимание, когда мы пытаемся сосредоточиться.                                              |

- |                          |                                                                                                                                       |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| elaborative rehearsal    | 4. Вы можете создавать новые ассоциации, используя <i>многократное повторение для сохранения информации в долговременной памяти</i> . |
| mnemonic techniques      | 5. Экспериментальные психологи заинтересовались <i>мнемотехникой</i> , так как она позволяет открыть много нового о природе памяти.   |
| modality                 | 6. Существуют различные ресурсы памяти для определённых <i>сенсорных ощущений</i> .                                                   |
| occurrence               | 7. Такого рода <i>случаи</i> происходят каждый день.                                                                                  |
| proactive interference   | 8. <i>Проактивная интерференция</i> имеет место при воспроизведении информации.                                                       |
| retroactive interference | 9. <i>Ретроактивная интерференция</i> происходит как при сохранении, так и при воспроизведении информации.                            |
| retain                   | 10. Она старалась <i>сохранять</i> спокойствие.                                                                                       |
| retrieve                 | 11. Компьютер может <i>воспроизвести</i> сохранённую информацию за секунды.                                                           |
| suppress                 | 12. Она едва могла <i>сдержать</i> слёзы.                                                                                             |

## READING

## MEMORY

Memory is the process of encoding, storing, and retrieving information that is learned. The process of memory overlaps the processes of perception (perceiving stimuli that are learned), learning (acquiring associations among stimuli), and consciousness (being aware of certain information at any point in time).

The first step in memory is encoding, the process of placing information into the memory system. Variables

that influence encoding include attention, motivation, and meaningfulness of information. Once the information has been encoded, it needs to be stored. Storage is the second step in memory, the process of retaining information in the memory system for some time. Currently it is generally believed that three separate memory stores exist: *sensory, short-term, and long-term memory*. The third step is retrieval, the process of pulling information out of the memory system. Methods used to test retrieval include recognition, recall, and savings.

Currently, memory theories are dominated by the information-processing theory of memory, which relies on computer models to describe the flow of information through the memory system. One of the most popular theories of memory is the separate-storage model. Sensory memory refers to the memory store that sensory information first enters in the memory system. The information in the sensory memory is a fairly accurate representation of the environmental stimulus. Sensory memory has a large capacity, but maintains information for a very brief time, less than one second. Most studies have focused on iconic (visual) memory and echoic (auditory) memory. Information is placed into short-term memory when an individual attends to a stimulus. This is where we hold the information we are aware of at any one point in time. The capacity of short-term memory is about seven chunks (pieces) of information. The duration is less than 30 seconds before the information is lost, unless we use maintenance rehearsal and repeat the information over and over.

Through elaborative rehearsal we think about the meaning of the information and try to form associations with already-learned memories. Elaborative rehearsal moves information into long-term memory. The capacity of long-term memory appears unlimited. One can distinguish three kinds of long-term memory. *Procedural memory* is at the base of this division. This type of memory permits retention of stimulus-response connec-



tions, response chains, and general adaptive responses to environmental events. *Semantic memory* refers to internal representations of environmental events that are not perceptually present. In effect, this type of memory allows for mental representations of events. *Episodic memory* refers to the development and retention of events experienced personally and includes temporal and spatial information related to those events.

One influence of the analogy between human memory and that of an electronic computer has been an increasing emphasis on the retrieval stage as important for a complete understanding of memory. The fact that information cannot always be retrieved is illustrated by the familiar *tip-of-the-tongue* phenomenon. The success of memory retrieval depends critically on the specificity of cues that are available on the retention test. Consider two common experimental situations, in both of which a list of words is first presented for memorization. In *recognition memory*, subjects are then presented with test words and asked to indicate which ones were in the list. In *free recall*, subjects are simply asked to remember as many words from the list as they can. Recognition performance is typically much better than free-recall performance, because the words themselves are available as retrieval cues. But free-recall subjects apparently construct their own retrieval cues, as is illustrated by the phenomenon called *clustering*. Semantically related words tend to be recalled together (in clusters), even when they were not presented together in the list.

A central problem in the study of memory is the analysis of the causes of forgetting. Early psychologists assumed that forgetting was due to *time-dependent decay*. Although some modern investigators attribute loss of short-term memory to decay – a matter of considerable debate – it is now generally accepted that the most important cause of forgetting in long-term memory is interference from other, similar material. The effects of information stored prior to the encoding of the to-be-

remembered material are called *proactive interference*; those caused by information stored afterward are called *retroactive interference*. Experimental findings suggest that proactive interference takes place primarily at the retrieval stage and is partly due to confusion regarding which memory traces are more recent. Retroactive interference, by contrast, appears to involve both storage and retrieval. The effect on storage seems akin to partial destruction of the memory trace during the learning of the interfering material. The degree of effort expended during encoding may also interfere with concurrent cognitive processing. Effortful performances (imagery, rehearsal, organization, mnemonic techniques) often interfere with concurrent cognitive processing, whereas automatic performances do not. Examples of automatic performances include encoding of spatial location, time, frequency of occurrence, and word meaning. Mnemonic devices are tools that are applied selectively to information that one especially wants to be able to recall. The various methods stress elaboration of the to-be-remembered information and transformations of the form in which it is encoded, with the goal of aiding later retrieval of the information from memory. Most mnemonic devices rely on one or more of the following: (1) relationships with previously learned material, (2) rhymes, and (3) visual imagery.

*The Encyclopedia Dictionary of Psychology,*  
Gilford, US, 1991, pp. 173–175

### COMPREHENSION CHECK

**Exercise 1.** Say whether these statements are true (T) or false (F), and if they are false, say why.

- T F    1.    The first stage in memory is storage, the process of retaining information in the memory system for some time.

- T F 2. It is generally believed that there are two main kinds of memory: sensory and long-term memory.
- T F 3. Sensory memory has a limited capacity and maintains information for a very brief time, less than one second.
- T F 4. The capacity of long-term memory is unlimited.
- T F 5. Elaborative rehearsal moves information into short-term memory.
- T F 6. The capacity of short-term memory is about seven chunks of information.
- T F 7. Semantic memory refers to external representation of environmental events that are not perceptually present.
- T F 8. Episodic memory refers to the development and retention of events experienced personally.
- T F 9. In recognition memory subjects are presented with test words and asked to remember as many words from the list as they can.

**Exercise 2. Read the text again, divide it into logical parts, and give names to each of them.**

**Exercise 3. Make up questions to the following answers.**

1. \_\_\_\_\_  
The process of memory overlaps the processes of perception and consciousness.
2. \_\_\_\_\_  
Storage is the second step in memory.
3. \_\_\_\_\_  
Information is placed into short-term memory when an individual attends to a stimulus.

4. \_\_\_\_\_  
We think about the meaning of information.
5. \_\_\_\_\_  
Maintenance rehearsal and elaborative rehearsal.
6. \_\_\_\_\_  
Elaborative rehearsal moves information into long-term memory.
7. \_\_\_\_\_  
Procedural memory permits retention of stimulus-response connections, response chains, and general adaptive responses to environmental events.
8. \_\_\_\_\_  
Effortful performances often interfere with concurrent cognitive processing.

### LANGUAGE FOCUS

**Exercise 1. Match the words in the left-hand column with the definitions in the right-hand column.**

1.	chunk	a.	happening
2.	encoding	b.	bring to an end by force
3.	retrieve	c.	repetitive review of material previously learned with an eye towards a later need to recall it
4.	occurrence	d.	make clearer and easier to understand
5.	suppress	e.	grow larger or wider
6.	distract	f.	keep possession of, avoid losing
7.	elaborative rehearsal	g.	putting a message into a code
8.	clarify	h.	bit of information
9.	enlarge	i.	recall information from memory
10.	retain	j.	take attention off something for a short time

**Exercise 2.**

- A. Guess the meaning and give the appropriate translation of the following English terminological word combinations.

memory: collective ~, constructive ~, image ~, musical ~, unconscious ~, inherited ~;

attention: distracted ~, narrow ~, primary ~, visual ~, selective ~, undistracted ~;

modality: auditory sense ~, cold sense ~, odor sense ~, pain sense ~, tactual sense ~, visual sense ~;

disorder: functional ~, nervous system ~, perceptual ~, personality ~, speech ~, vision ~, voice ~;

interference: associative ~, habit ~, reproductive ~, social ~;

suppression: conditioned ~, monocular ~;

decay: moral ~, temporal ~, ~ of sensation;

phenomenon: acoustic ~, arousal ~, mental ~, psychophysical ~.

- B. Convey the meaning of some terms above in your own words.

**Exercise 3. Fill in the columns with the proper derivatives of the following words whenever possible.**

Verb	Noun	Adjective
enlarge	...	-
...	clarification	-
...	...	distracted
...	occurrence	-
...	...	retrievable
decay	...	-
...	rehearsal	-
direct	...	...
...	attention	...
store	...	-
...	recall	-
...	...	retentive
...	interference	...
suppress	...	...

**Exercise 4. Put the words from the following box into the gaps making necessary changes.**

Procedural memory, short-term memory, rehearsal, sensory memory, to recall, retroactive interference, attention, retention, chunking, memory

1. We cannot process the meaning of something without \_\_\_\_.
2. Ability \_\_\_\_ is affected by encoding, retention and retrieval processes.
3. The interval between encoding and retrieval is \_\_\_\_.
4. There are two kinds of \_\_\_\_ and only one kind is likely to encode information into long-term memory.
5. \_\_\_\_ has a limited capacity.
6. By \_\_\_\_ individual letters into seven meaningful words, you can easily keep this information active.
7. Short-term memory refers to the process of attending to information in \_\_\_\_.
8. Power of keeping facts in conscious mind is called \_\_\_\_.
9. You can perform a skill, even if you have not engaged in it for many months or years, by recalling the knowledge from \_\_\_\_.
10. When the new information interferes with the previously learned one, it is called \_\_\_\_.

**Exercise 5. Below are some statements about three basic kinds of memory. Indicate in each case which type is being described.**

	Sensory memory	Short-term memory	Long-term memory
Stores information with relative permanence of ten over a lifetime	—	—	—

Continued

	Sensory memory	Short-term memory	Long-term memory
The kind of memory you are using when you repeat the number over and over to yourself	—	—	—
Allows the second or so that is needed to determine if incoming information deserves further processing	—	—	—
Involves attending to information in sensory memory or attending to conscious thoughts and perceptions	—	—	—
Is thought to have unlimited capacity	—	—	—
Information can be placed in it by automatic encoding or by attentional processing	—	—	—
One way to hold things here for as long as you want is to engage in maintenance rehearsal	—	—	—

Continued

	Sensory memory	Short-term memory	Long-term memory
Is the repository of numerous episodic, semantic, perceptual and procedural memories	—	—	—
Is responsible for the primary effect in a free recall test	—	—	—
Is responsible for the recency effect in a free recall test	—	—	—
One way to encode things here is to use elaborative rehearsal	—	—	—

**Exercise 6. Arrange the following words in pairs of (a) synonyms and (b) antonyms:**

- a) occurrence, solely, chunk, to recall, firmness, happening, to distract, piece, to practise, cluster, to retrieve, only, to suppress, to divert, group, rigor, to destroy, to rehearse;
- b) encoding, inaccuracy, long-term memory, to decrease, decoding, to capture, to enlarge, to remember, retroactive interference, short-term memory, rigor, to distract, to forget, proactive interference.

**SPEAKING AND DISCUSSION**

**Exercise 1. Answer the following questions on the text.**

1. What is memory?
2. What processes does memory overlap?

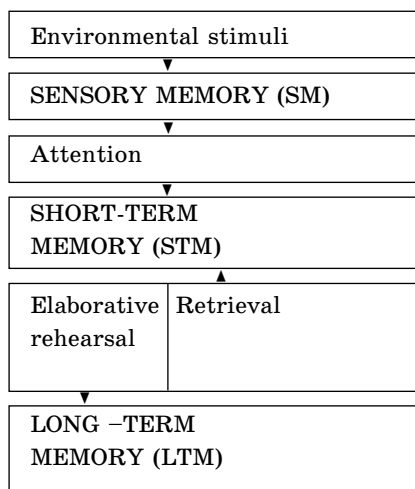


3. When does information need to be stored?
4. What are the stages of memory storage?
5. When is information placed into short-term memory?
6. What kind of rehearsal moves information into long-term memory?
7. There are three levels of long-term memory, are not there?
8. Is there any difference between recognition and free recall?
9. What is the most important cause of forgetting in long-term memory?
10. Why do effortful performances often interfere with concurrent cognitive processing?

**Exercise 2. Retell the text using your active vocabulary.**

**Exercise 3. Give a summary of the text.**

**Exercise 4. Here is the flowchart for the theory of memory. Describe the process of memory and fill in the table.**



	SM	STM	LTM
Capacity	very large	?	?
Maximum duration	1 second	?	?
Method of maintaining information	not possible	?	?
Method of retrieving information	perception	serial, exhaustive search	?
Chief cause of forgetting	decay	interference and decay	?
Major information code	sensory	acoustic	?

**Exercise 5. Comment on the following poorly understood, but important questions.**

- Impact of interruptions. Some work includes numerous interruptions. The effect of these on memory has rarely been studied. The length of the interruption is not very important, but similarity of material processed is.
- Other memorial tasks. Most of the literature concerns simply learning a list and then recalling it sometime later. Much work related to memorial tasks involves remembering some piece of information for a short period of time, then replacing it with some similar piece of information.
- Support for memory. Most of the literature is about processes and architectures of memory, but our human interest is in preventing the need of memory and providing support for memory tasks. Little is known how to do this, except from common sense.

**Exercise 6. Scan the text and do the tasks below.****ATTENTION**

Not everything that stimulates our sensory receptors is transformed into a mental representation. Rather, we selectively attend to some objects and events and ignore many others. If we could not select, we would be automatons reduced to responding to whatever stimulus happened to be the strongest at any moment. Our behaviour would be influenced solely by whatever thought, memory, or impulse was passing through our minds, and we would have no goal-directed control over our actions. Attention, then, is an important cognitive key to planned, adaptive behaviour.

Failures of attention play a major role in several mental disorders. Children with attention deficit/hyperactivity disorder are extremely distractible, presumably because they cannot ignore many external stimuli. Patients with obsessive-compulsive disorder are unable to inhibit unwanted thoughts and impulses. People with schizophrenia describe a loss of mental control over internal and external events. Similarly, individuals with depression and manic-depressive illness often report difficulties in focusing attention and in suppressing unwanted thoughts.

Psychologists have developed many ways to assess normal and abnormal attention. For example, in the “dichotic listening” task, subjects wearing earphones are asked to repeat a message sent to ear while ignoring a different message simultaneously sent to the other ear. This task is relatively difficult when presented in similar (e.g., both male and both female) voices, but relatively easy when the two messages are presented in different (e.g., female and male) voices. In the latter case, we are greatly helped by the difference in voice quality.

In another attentional task subjects are asked to name the ink colours in which words are printed. This task is usually done easily. But if the words are colour

names, such as red printed in ink of a different colour, such as blue, considerable interference and disruption can occur as people try to attend only to the ink colour and suppress naming the colour word.

Researchers have also examined the demands of attention when subjects search for certain “targets” in a visual display. They have found several types of situations in which focused attention is required: when separate objects that share potentially interchangeable features must be identified and located, when the target object is defined only by its lack of a feature found in all the irrelevant objects, or when feature differences are small and difficult to discriminate. Targets are easy to find if they have unique features, such as colour, motion, or size. Searching for a target line among others that are slightly longer or brighter requires focusing attention on each item in turn, but a circle can easily be found in a display of lines.

Laboratory studies are examining, as well, people’s ability to divide attention. In one study of distraction by internal thoughts, subjects were asked to perform mental arithmetic while watching for a particular letter to appear in a rapid sequence of other letters. As the arithmetic problems became more difficult and required more attention, pupils of subjects’ eyes enlarged (an indication of attention) and they were more likely to miss target letters.

Interestingly, people with some mental disorders, such as schizophrenia, tend to perform attentional tasks especially poorly. Future research of this type may develop laboratory tasks that will diagnose attentional deficits with the same rigor and accuracy now used in measuring blood pressure. However, that task is likely to be completed by the finding in both normal subjects and patients that performance of one attention task is not necessarily correlated with performance of another. Attentional resources seem to be specific to particular sensory modalities. The more two tasks depend on the same modality, the more they are likely to compete.

Thus, we have the paradoxical finding that it is much easier to sight-read piano music while repeating back oral sentences (using two different modalities: vision and hearing) than it is to listen simultaneously to two different sentences (using the same modality: hearing). Attentional problems may also arise when attention is divided between two tasks that both use the same modality. For example, skilled typists have difficulty taking dictation over earphones while simultaneously reading a printed passage aloud, but find it easy to repeat an oral message while performing the motor task of typing from a printed text. Future research should clarify further the attentional mechanisms through which we select and control what we see and hear, learn and remember, think and do.

*NIMH Public Inquiries, 1998*

**Task 1. Say whether the following statements are true (T) or false (F), and if they are false, say why.**

- T F 1. We attend to all objects and events without ignoring anything.
- T F 2. Failures of attention play a major role in several severe mental disorders.
- T F 3. Patients with obsessive-compulsive disorder are able to inhibit unwanted thoughts and impulses.
- T F 4. In the “dichotic listening” task subjects wearing earphones are asked to repeat a message sent to one ear and then to repeat a different message simultaneously sent to the other ear.
- T F 5. Attentional resources seem to be specific to particular sensory modalities.
- T F 6. Future research should not clarify further the attention mechanisms through which we select and control what we see and hear.

**Task 2. Pair work.** Ask 5 special questions to the text while your partner will answer them.

**Task 3.** Develop the idea of the text using the vocabulary.

**Task 4.** Give a summary of the text.

**Exercise 7.** Choose one of the following topics connected with *memory and attention* and prepare a report on it.

1. Different kinds of memory.
2. Stages of memory storage.
3. Retrieval and forgetting.
4. Memory and attention.

### WRITING

**Exercise 1.** Write a short summary of the report you have made.

**Exercise 2.** Render the following text into English.

### ИНДИВИДУАЛЬНЫЕ РАЗЛИЧИЯ В ПРОЦЕССАХ ПАМЯТИ

Индивидуальные различия в памяти людей проявляются в особенности её процессов, т.е. в том, как осуществляется запоминание и воспроизведение у разных людей, и в особенности содержание памяти, т.е. в том, что запоминается. Эти двоякие изменения с разных сторон характеризуют продуктивность памяти каждого человека.

Индивидуальные различия в процессах памяти выражаются в *скорости, точности, прочности запоминания и готовности к воспроизведению.*

Скорость запоминания определяется числом повторов, необходимых тому или иному человеку для запоминания определённого объёма материала. Прочность выражается в сохранении заученного материала и в скорости его забывания. Наконец, готовность памяти выражается в том, насколько легко и быстро человек может припомнить в нужный момент то, что ему необходимо. Эти различия в определённой мере связаны с особенностями высшей нервной деятельности, с силой и подвижностью процессов возбуждения и торможения. Особенности высшей нервной деятельности и связанные с ними индивидуальные различия в процессах памяти изменяются под влиянием условий жизни и воспитания и зависят, в первую очередь, от того, насколько сформированы у каждого человека рациональные способы запоминания. Они связаны с привычкой к точности и аккуратности в работе, наличием ответственного отношения к своим обязанностям, настойчивостью в их выполнении и т.д. Готовность памяти, кроме того, зависит от систематичности в приобретении и закреплении знаний.

*Петровский А.В. Введение в психологию. М.: Издательский центр «Академия», 1995, с. 194*

## GRAMMAR REVISION

### The Sequence of Tenses

The sequence of tenses is a certain dependence of the tense of the verb in a subordinate clause on that of the verb in the principal clause: if the verb in the principal clause is in one of the past tenses, a past tense (or future-in-the-past) must be used in the subordinate clause. The main sphere where the sequence of tenses is applied is object clauses.

1. If the past action expressed in the subordinate clause is simultaneous with that expressed in the principal clause, the Past Simple or the Past Continuous is used in the subordinate clause.  
e.g. She thought he had more courage than that. Она думала, что у него больше храбрости.  
He had the feeling that everybody was looking at him. Ему казалось, что все смотрят на него.
2. If the past action expressed in the subordinate clause is prior to that expressed in the principal clause or lasted a certain time before that action, the Past Perfect or the Past Perfect Progressive is used in the subordinate clause.  
e.g. She realized that her old life she had lived in that city was ended. Она осознавала, что прежняя жизнь, которую она вела в этом городе, закончилась.  
He knew that they had been carrying out that work for two years. Он знал, что они проводили эту работу два года.
3. If the action expressed in the subordinate clause is posterior to that of the principal clause, the Future-in-the-Past is used.  
e.g. She knew that he would make that experiment by all means. Она знала, что он проведёт этот эксперимент во что бы то ни стало.

Principal clause	Subordinate clause	Time of action in subordinate clause
I knew that	he worked much (работает); he was working (работает)	simultaneous with subordinate clause
I knew that	he had worked (работал); he had been working (работал)	prior to principal clause
I knew that	he would work much (будет работать); he would be working (будет работать)	posterior to principal clause



If there are several subordinate clauses in a sentence, the rule of the sequence of tenses is observed in all of them.

In Russian, the tense of the verb in the subordinate clause does not depend on the tense of the verb in the principal clause.

The sequence of tenses is not observed if the object clause expresses a general truth or the definite time of the completed action.

- e.g. 1. We knew that water consists of oxygen and hydrogen.  
2. He said he was in England in 1992.

When direct speech is converted into indirect speech pronouns and adverbs expressing nearness are replaced by words expressing distance if the verb in the principal clause is in the past tense.

Direct speech	Indirect speech
this	that
these	those
now	then
here	there
today	that day
tomorrow	the next day, the following day
yesterday	the day before, the previous day
next week	the following week
last week	the previous week
ago	before

### Exercise 1. Comment on the use of the sequence of tenses in the following sentences.

1. He refused to take money as he could not guarantee that the treatment would help. 2. He really believed that he would die when thinking stopped. 3. She said that she could not help feeling that she had become unpopu-

lar. 4. We were told that the word *psychology* means “the science of the mind”. 5. He wondered if she had informed the students about the time of the lecture. 6. We mentioned earlier that the Skinner box had a buzzer connected to it but it was not employed. 7. In later studies it was clear that that type of problem-solving would not take place if the animal had not had previous experiences with boxes. 8. We noticed that the reward or the reinforcement came after the response had been made. 9. Some researchers claimed that that there was a separate category of episodic memory called autobiographic memory. 10. Freud believed that resistance was a significant process in analysis. 11. She exclaimed that she would tell us everything about the difference between these two phenomena. 12. Pavlov thought that the interval between the conditioned stimulus and unconditioned stimulus was a critical variable in classical conditioning.

**Exercise 2. Turn the following sentences into reported speech using the verbs from the box in the Past Simple Tense.**

To say, to tell, to admit, to declare, to explain, to promise, to ask, to wonder, to add

1. I have read a lot of books on psychology. 2. You do not realize that you have offended me. 3. We were just speaking about attention. 4. Over the past twenty years, several models have been proposed to describe the structure of semantic LTM. 5. You are always grumbling over trifling matters. 6. What happens in your body when a flashbulb memory is formed? 7. You can perform a skill even if you have not engaged in it for many months or years. 8. He has been writing his course paper for two weeks. 9. In the next sections we will consider two situations connected with LTM. 10. There may be times when cramming is better than not studying at all.

11. Ebbinghaus was a pioneer in the psychology of memory. 12. So far we have qualified “yes” and “no” answers to our questions about age and IQ. 13. She is not feeling well today, but she does not want to consult the doctor.

**Exercise 3. Put the verbs in brackets into the required tense paying attention to the sequence of tenses.**

Many years ago I (to be thrown) by accident among a certain society of Englishmen, who, when they (to be) together, never (to talk) about anything worth talking about. Their general conversation (to be) absolutely empty and dull, and I (to conclude), as young men so easily (to conclude), that those twenty or thirty gentlemen (to have) not half a dozen ideas among them. A little reflection (to remind) me, however, that my own talk (to be) no better than theirs, and consequently that there (may) be others in the company who also (to know) more and (to think) more than they (to express). I (to find) out by accident, after a while, that some of those men (to have) more common culture in various directions; one or two (to travel) far, and (to bring) home the results of much observation; one or two (to read) largely, and with profit; more than one (to study) a science; five or six (to see) a great deal of the world. It (to be) a youthful mistake to conclude the men (to be) dull because their general conversation (to be) very dull. The general conversation of English society (to be) dull; it (to be) a national characteristic.

**Exercise 4. Use indirect speech.**

1. He said, “She is one of the most remarkable women I’ve ever met.” 2. She exclaimed, “I brought up my children according to old traditions.” 3. The psychologist remarked, “They are building a new child-care centre

close by.” 4. The lecturer noticed, “Many scientists have characterized this community as oppressive.” 5. The young girl said, “I cannot believe in love in a cottage.” 6. He said, “Psychologists more and more often refer to Z. Freud’s works on psychoanalysis.” 7. At last she said to me, “Whenever you are on the road of life you can choose, you can decide where it is you want to go.” 8. He said, “I’ll make the arrangements for the interview if I know what day it will be scheduled for.” 9. He remarked, “Being motivated by the best of intentions, most teachers want their students to become informed and independent thinkers.” 10. The professor made the conclusion, “Nowadays people are marrying later and divorcing more often.”

**Exercise 5. Change the following abstract from direct into indirect speech.**

Suddenly there came a knock at the door and Dorian heard Lord Henry’s voice outside, “My dear boy, I must see you. Let me in at once. I cannot hear your shutting yourself up like this.”

Dorian made no answer at first, but then jumped up and unlocked the door. “I am sorry for it all, Dorian,” said Lord Henry, as he entered. “But you must not think too much of it. Tell me, did you see Sibyl Vane after the play was over?”

“Yes, and I was brutal to her, Henry – perfectly brutal. But it is all right now.”

“Ah, Dorian, I am so glad. I was afraid of finding you tearing that nice curly hair of yours.”

“I have got through all that,” said Dorian, shaking his hand and smiling. “I am perfectly happy now. I want to be good; I can’t hear the idea of my soul being so bad and ugly. I shall begin by marrying Sibyl Vane.”

*After Oscar Wilde*

**Exercise 6. Translate the following sentences into English paying attention to the sequence of tenses.**

1. Она всегда думала, что к тому времени, когда ей будет двадцать лет, она будет чувствовать себя совсем взрослой. 2. Я не знала, что Мария уезжает на следующий день. 3. Он сказал, что за эти годы его взгляды на семейную жизнь сильно изменились. 4. Он добавил, что Чарли был необычным ребёнком ещё в школе. 5. Она чувствовала себя несчастной, потому что получила низкий бал по математике. 6. Все удивлялись, как ему удаётся так быстро запоминать такое большое количество чисел. 7. Он сделал вывод, что ранние годы влияют на всю нашу последующую жизнь. 8. Мы понимали, что недостатки этого опыта будут превалировать над его достоинствами. 9. Он ответил, что всё это лишь плод её воображения и что на самом деле дело было не в ней. 10. Она не сомневалась, что рано или поздно сможет объяснить причину его неадекватного поведения.

## Unit V

### EMOTIONS

#### APPROACHING THE TOPIC

**Discuss the following questions.**

1. What is emotion, to your mind?
2. What emotions do you know?
3. How can you distinguish one emotion from another?
4. Can you think of any classifications of emotions?
5. Do emotions and their manifestation change in the course of human life? How?
6. What are the problems connected with emotions that are still to be resolved?

#### VOCABULARY

1. appraise, *v* – оценивать, давать оценку  
appraisal, *n* – оценка (деятельности и т.п.)
2. apprehension, *n* – 1. опасение, дурное предчувствие; 2. способность понимать, воспринимать; понимание  
apprehend, *v* – 1. предвидеть, предчувствовать, предполагать (недоброе); опасаться; ждать (чего-л.) со страхом; 2. *книжн.* постигать, понимать
3. beneficial, *a* – благотворный, полезный, целительный
4. contempt, *n* – презрение
5. deliberate, *a* – 1. преднамеренный; 2. обдуманный, взвешенный; осторожный, осмотрительный
6. dimension, *n* – 1. *pl.* размеры, величина; 2. *мат.* измерение; 3. аспект (проблемы)
7. dissect, *v* – 1. рассекать, разрезать; 2. разбирать, анализировать, рассматривать критически
8. embarrass, *v* – 1. смущать, приводить в замешательство, сбивать с толку; 2. мешать  
embarrassment, *n* – 1. смущение, замешательство; 2. затруднение, препятствие, помеха
9. evoke, *v* – вызывать (воспоминания, восхищение и т.п.)

10. flit, *v* – мелькать, проноситься
11. give rise (to smth), *v* – давать начало чему-л., вызывать что-л., приводить к каким-л. результатам
12. gratitude, *n* – благодарность, признательность  
grateful, *a* – благодарный, признательный
13. hallmark, *n* – признак, критерий
14. harmful, *a* – вредный, пагубный, опасный  
harm, *n* – вред, ущерб  
harm, *v* – вредить, причинять вред; наносить ущерб
15. instant, *n* – мгновение, минута  
instant, *a* – 1. немедленный, мгновенный; 2. непосредственный, прямой; 3. настоятельный, безотлагательный, срочный
16. outweigh, *v* – перевешивать, быть более влиятельным
17. overt, *a* – открытый, явный
18. overtake (overtook, overtaken), *v* – догнать; перегонять
19. ponder, *v* – 1. обдумывать, взвешивать; to ~ a question; 2. (on, over) размышлять, раздумывать; to ~ over smth
20. preclude, *v* – 1. предотвращать, устранять; 2. мешать, препятствовать
21. rate, *n* – скорость, темп  
rate, *v* – 1. оценивать, производить оценку; 2. считать, рассматривать; 3. *ам.* ставить отметку (учащемуся)
22. route, *n* – путь, курс
23. swift, *a* – быстрый, скорый  
swiftness, *n* – быстрота, скорость
24. subtle, *a* – 1. трудно уловимый, едва различимый; 2. искусный, умелый, ловкий; 3. утонченный, изысканный; 4. хитрый, коварный
25. track, *v* – 1. следить, проследживать; 2. прокладывать путь; намечать курс  
track, *n* – 1. след; 2. курс, путь; 3. жизненный путь
26. trigger, *v* – инициировать, вызывать (что-л.), дать начало (чему-л.)
27. underlying, *a* – 1. лежащий в основе, основной; 2. подразумеваемый, скрытый  
underlie (underlay, underlain), *v* – 1. лежать в основе (чего-л.); 2. лежать под чем-л.
28. unfold, *v* – развертывать(ся), раскрывать(ся)
29. urgent, *a* – срочный, неотложный
30. yield, *v* – 1. производить, приносить, давать (результат); 2. уступать, соглашаться

## DEVELOPING VOCABULARY

**Exercise 1. Translate the following word combinations into Russian paying attention to your active vocabulary.**

*appraisal* of achievements (public opinion, one's drawbacks and merits); *to appraise* students' abilities (preparation for the exam, knowledge); *to apprehend* some unpleasant surprise (danger, threat to one's safety, complete alienation); a vague (fearful, quick, weak) *apprehension*; a *beneficial* effect (influence, turn of events, fresh air, sunshine); to feel *contempt* for a liar, to hold smb. in *contempt*, to bring *contempt* upon oneself, in *contempt* of all rules; a *deliberate* distortion of facts (coldness, judgement, plan, speech); linear *dimensions*, considerable *dimensions*, of two *dimensions*, a project of large *dimensions*; *to dissect* the spinal cord (some nerve tissue, a body, a theory); to feel *embarrassed*; his questions (words, presence) *embarrassed* her; to my great *embarrassment*; The child is an *embarrassment* to his parents; Lack of abilities is an *embarrassment* to achievements; *to evoke* a response (admiration, memories, a smile, sleeping energies); A smile *flitted* across his face; Memories *flitted* across his mind; Vague images *flitted* across her mind; The experiment *gave rise to* a new theory; The experimental method *gave rise to* scientific psychology; to express one's *gratitude*, to show *gratitude*, to take the news with *gratitude*; *grateful* students (smile, tears, letter); to be *grateful* to smb. for encouraging words (advice, guidance); a *hallmark* of genius (intelligence, insight, the thinking mind); bodily *harm*, to do *harm* to smb., to suffer *harm*, to be safe from *harm*, I meant no *harm*, there's little *harm* in doing so; to *harm* one's reputation (feelings, health); *harmful* consequences (impact, exposure, facet, alienation); Come this *instant!*; in an *instant*; to pause for an *instant*; Advan-



tages *outweigh* drawbacks; Love *outweighs* everything else; *overt* behavior (expression of emotions, embarrassment, confusion); *to ponder* a question (words, chances of success); *to ponder over* a puzzle, one's peers, a lack of money; *to preclude* any chance of failure (all doubts, alienation, any possibility of misunderstanding); *rate* of growth (presentation, forgetting, development, learning); pulse *rate*, birth*rate*, death-*rate*; at a great *rate*; *to rate* one's profession above any other; He *is rated* the best in his field; I *rate* him among my friends; the shortest *route*; a two-way *route*; a *route* to peace; *subtle* senses (change, observer, remark, distinction, smell); a *swift* glance (movement, reply, response, judgement); *swiftness* of emotional changes (blood flow, nerve impulses); *to track* the course (one's movements, the interplay of the two characteristics); *to trigger* a response (an emotional outbreak, a physiological process, some feeling); ideas which *underlie* our investigation; the theory which *underlies* research in this field; *to unfold* one's secrets (one's plans for the future, one's inner thoughts, a newspaper); As the story *unfolded* we got more interested in it; an *urgent* message (question, treatment, business); *to yield* unexpected results (obedience; to reason, to pressure, to circumstances)

**Exercise 2. Translate the following word combinations from Russian into English using your active vocabulary.**

Неправильная *оценка* общественного мнения; *оценка* качества работы; *оценить* уровень подготовки учащихся

*Предвидеть* неприятные неожиданности; *смутное опасение*; слабое *восприятие*; *полный опасения* за будущее; *тревожащийся* за свое здоровье

К моему *стыду*; быть *обузой* для родителей; *мешать* движениям; *затруднять* общение; чувствовать себя *неловко*

*Вред* здоровью; уберечь кого-л. от неприятности; больше *вреда*, чем пользы; *вредит* репутации; *пагубные* действия

*Предотвратить* неблагоприятный исход; *исключить* возможность инфекции; это *помешало* мне подготовиться к занятию

*Темп* изменений; *показатель* [индекс] преступности; *первоклассный* исследователь; *частота* пульса; *считаться* лучшим учеником; *оценивать* знания студента по математике

*Вызвать* безусловный ответ; *дать начало* серьезным разногласиям между участниками проекта; *вызвать* цепную реакцию; *вызвать* взрыв негодования

*Принести* хорошие результаты; *подчиниться*; *дать* (вынужденное) согласие; *поддаться* давлению большинства; *уступить* свои права; эта болезнь не *поддается* лечению

**Exercise 3. Translate the following sentences into Russian paying attention to your active vocabulary.**

1. Basic emotions emerge early in infancy, but complex emotions such as feelings of guilt, *embarrassment*, and pride don't emerge until 18–24 months. 2. Situations that *evoke* pride in one culture may *evoke embarrassment* or shame in another. 3. Conditions that *trigger* complex emotions, such as pride, envy and shame depend upon the culture, and children have to learn when these emotions are appropriate. 4. Since the interval between what *triggers* an emotion and its eruption can be virtually instantaneous, the mechanism that *appraises* perception must be capable of great speed. 5. This *appraisal* of the need to act needs to be so rapid that it never enters conscious awareness. 6. Only recently there have been hard data showing that having emotionally intelligent parents is itself enormously *beneficial* for a child.

The ways parents handle their feelings between them – in addition to their direct dealings with a child – impart powerful lessons to their children who are attuned to the *subtlest* emotional exchanges in the family. 7. One evening I returned home full of enthusiasm over what my wife had done, and felt very *grateful* to her. 8. In organic pathology, the theme of a return to the patient through the illness does not *preclude* the strict adoption of a perspective, whereby conditions and effects, essential processes and singular reactions in pathological phenomena can be isolated. 9. The patient does not view his illness in the same way as the doctor does: he never adopts that speculative distance that would enable him to grasp the illness as an objective process *unfolding* within him, without his participation. 10. Might people be *harmed* if they become “internet-addicted”? 11. The fact that the *apprehended* misfortune never took place could not prove that it would not take place in the next few months. 12. People who thought the child was a boy *rated* the child as significantly more active than people who thought the child was a girl. 13. No psychology, *at any rate*, can question the existence of personal selves. 14. Physical presence is an important *dimension* of communication and intimacy. 15. In a kaleidoscope revolving at a uniform *rate*, although figures are always rearranging themselves, there are *instants* during which the transformation seems almost absent, followed by others when it goes with magical *swiftness*. 16. The phenomena of selective attention and *deliberate* will are examples of this choosing activity. 17. Attention, on the other hand, out of all the sensations *yielded*, picks out certain ones as worthy of notice and ignores all the rest. 18. Finally the effort will be made *to ponder* over some of the unanswered problems which cry for deeper understanding and for more adequate research. 19. In the early stages of a science the importance of the procedure used far *outweighs* that of the information obtained. 20. Among psychologists and psychiatrists there are many whose concept of the

individual is that of an object to be *dissected*, diagnosed and manipulated. 21. We are acquainted with some of the conditions *underlying* memory.

**Exercise 4. Translate the following sentences into English using the indicated words from the vocabulary list.**

- |                   |                                                                                                     |
|-------------------|-----------------------------------------------------------------------------------------------------|
| to appraise       | 1. Прежде чем дать этот тест, надо <i>оценить</i> , подготовлены ли к нему учащиеся.                |
| apprehension      | 2. Мои <i>опасения</i> , что я не смогу сдать этот экзамен, оказались напрасными.                   |
| beneficial        | 3. Обстановка, свободная от напряженности, оказала <i>благоприятное</i> воздействие на ребенка.     |
| contempt          | 4. Не понимаю, почему ты испытываешь к нему такое <i>презрение</i> .                                |
| deliberate        | 5. Разве с твоей стороны это не было <i>преднамеренным</i> действием?                               |
| dimension         | 6. <i>Масштабы</i> этой опасности были признаны совсем недавно.                                     |
| to dissect        | 7. Давайте <i>проанализируем</i> теорию Фрейда, подчеркнув ее плюсы и минусы.                       |
| to embarrass      | 8. Она всегда <i>испытывает замешательство</i> , когда ей нужно выступить перед большой аудиторией. |
| to evoke          | 9. Встреча со старым другом <i>вызвала</i> у меня много приятных детских воспоминаний.              |
| to give rise (to) | 10. Плохие условия жизни <i>привели к</i> росту преступности.                                       |
| grateful          | 11. Я очень <i>благодарна</i> тебе за поддержку.                                                    |
| hallmark          | 12. Открытость – <i>признак</i> экстраверта.                                                        |

instant	13. На <i>мгновение</i> я растерялся и не знал, что сказать.
to outweigh	14. Хотя я знаю, что у нее много недостатков, моя любовь к ней <i>перевешивает</i> все.
overt	15. Наша культура не всегда допускает <i>открытое</i> выражение эмоций.
to be overtaken (with)	16. Когда мы подходили к дому, нами <i>овладело</i> предчувствие, что там произошло что-то страшное.
to ponder	17. Испытуемый <i>подумал</i> в течение некоторого времени и затем ответил.
to preclude	18. Нужно учесть все факторы, чтобы <i>исключить</i> всякие сомнения.
rate	19. В подростковом возрасте <i>темпы</i> роста быстрее, чем на любой другой стадии, исключая младенчество.
route	20. Прежде всего нужно найти <i>путь</i> подхода к этой проблеме.
subtle	21. У него <i>едва заметный</i> акцент. Он, должно быть, иностранец.
swiftness	22. Меня удивила <i>быстрота</i> его реакции. Он, видимо, обдумал ответ заранее.
track	23. Мы на верном <i>пути</i> к достижению поставленной цели.
to trigger	24. Предъявление светового стимула <i>вызывает</i> условный слюноотделительный ответ.
underlying	25. Неуверенность, <i>лежащая в основе</i> его поведения, заставляла его нервничать всякий раз, когда он встречался с нею.
to unfold	26. В своем докладе ученый <i>раскрыл</i> перед нами свои планы.
urgent	27. Нужно отобрать испытуемых для эксперимента сегодня. Это <i>срочно</i> .
to yield	28. Исследование не <i>дало</i> результатов.

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READING

## DEFINING AND CLASSIFYING EMOTIONS

**Defining Emotions**

Try to recall the last time you experienced an emotion of some significance – perhaps the fear of going to the dentist. You may be able to identify four components to your emotional reaction: (1) You experience a *subjective feeling*, or *affect*, which you may label fear, (2) You have a *cognitive reaction*: you recognize or “know”, what happened, (3) You have an internal, *physiological reaction*, involving glands, hormones, and internal organs, and (4) You engage in an overt *behavioral reaction*. You tremble as you approach the dentist’s office.

Note that when we add an overt behavioral component to emotions, we can see how emotions and motivation are related. Emotions are motivators. To be motivated is to be aroused to action. Emotional experiences also arouse behaviors. Theorist Richard Lazarus put it in this way: “Without some version of a motivational principle, emotion makes little sense, inasmuch as what is important or unimportant to us determines what we define as harmful or beneficial, hence emotional.”

There has been considerable debate in psychology concerning how best to define emotion. As one researcher puts it, “Despite the obvious importance of emotion to human existence, scientists concerned with human nature have not been able to reach a consensus about what emotion is and what place emotion should have in a theory of mind and behavior” (LeDoux). For now, however, we need a working definition, and we’ll say that an emotion is an experience that includes a subjective feeling, a cognitive interpretation, a physiological reaction, and a behavioral expression. With this definition in mind, we turn to the related issue of how to classify emotions.

### Classifying Emotions

In fact, there are several ways to classify emotional responses. Wilhelm Wundt, in that first psychology laboratory in Leipzig, was concerned with emotional reactions. He believed that emotions could be described in terms of three intersecting dimensions: pleasantness–unpleasantness, relaxation–tension, and calm–excitement. Let's look at a few more recent attempts to classify emotions.

Carroll Izard has proposed a classification scheme calling for nine primary emotions. From these, he claims, all others can be constructed. Izard's nine primary emotions are fear, anger, shame, contempt, disgust, distress, interest, surprise, and joy. Izard calls these nine emotions primary because he believes that they cannot be dissected into simpler, more basic emotions and because each is thought to have its own underlying physiological basis. Other emotions are some combination of any two or more of these nine.

Richard Lazarus proposes a theory of emotion that stresses the motivational role of emotionality. He claims that emotion is the result of specific relationships or interactions between people and their environments. Some relations are perceived as (potentially) harmful to one's well-being and yield negative emotions, such as anger, anxiety, fear, shame, or guilt. These are emotions we are motivated to avoid. Some relations are (potentially) beneficial, give rise to positive emotions, such as joy, pride, gratitude, and love, and are emotions we are motivated to seek or approach.

None of the approaches to classifying emotions listed so far has proven completely satisfactory. Psychologists continue to propose theories to account for the nature of an emotional reaction (for example, Berkowitz, 1990; Ekman, 1993; Mathews and McLeod, 1994)

The only issue on which there appears to be a consensus is that emotions can be classified as being either posi-

tive (for example, happiness) or negative (for example, fear, anger, shame). Unfortunately, there isn't even complete agreement on how to distinguish between positive and negative emotions. Fear, for example, seems like a reasonable candidate for a list of negative emotions. Yet it is clear that fear can be useful and can serve to guide one's behavior in positive and adaptive ways.

So where does it leave us? As sensible as it may sound to try to construct a system of basic, primary emotions, particularly if such a system had a physiological or evolutionary foundation, such an attempt will prove difficult at best. One problem is that there is no total agreement on just what *basic* or *primary* means when we are talking about emotions. "Thus, the question 'Which are the basic emotions?' is not only one that probably cannot be answered, it is a misdirected question, as though we asked, 'Which are the basic people?' and hoped to get a reply that would explain human diversity" (Ortony & Turner, 1990).

If there is one conclusion regarding emotion with which all theorists agree, it's that part of being emotional is a physiological, visceral response.

*Gerow J., Bordens K. Psychology: An Introduction. Carrolton, USA, 2000, pp. 444–447*

## COMPREHENSION CHECK

**Exercise 1. Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F 1. An emotional reaction is limited to its overt behavioral component.
- T F 2. An emotional reaction is a subjective one.
- T F 3. Emotions are behavior motivators.
- T F 4. All psychologists have come to a consensus when classifying emotions.



- T F 5. Fear is a negative emotion.  
 T F 6. All theorists agree that any emotion involves a physiological, visceral response.

**Exercise 2.** Be ready to answer the same questions on *emotions* that you were asked at the beginning of the unit.

**Exercise 3.** Ask your partner

- what the four components of an emotional reaction are
- how emotions could be described according to Wundt
- what classification Carroll Izard proposed
- what Richard Lazarus's theory of emotion emphasizes
- what ideas concerning emotions all psychologists share
- if distinction between positive and negative emotions is always true.

### LANGUAGE FOCUS

**Exercise 1.** Match English word combinations in the left-hand column with the Russian equivalents in the right-hand column.

1	You tremble as you approach the dentist's office	A	Единственный вопрос, по которому, похоже, достигнуто согласие, это...
2	Yet it is clear that fear can serve to guide one's behavior	B	Полагают, что каждая эмоция имеет свою скрытую физиологическую основу
3	You engage in an overt behavioral reaction	C	Некоторые отношения воспринимаются как вредные для благополучия человека

Continued

4	Without some version of a motivational principle emotion makes little sense	D	Ни один из до сих пор перечисленных подходов не удовлетворяет полностью
5	Each emotion is thought to have its own underlying physiological basis	E	Психологи выдвигают теории, чтобы объяснить природу эмоциональной реакции
6	Some relations are perceived as harmful to one's well-being	F	Вы дрожите, подходя к кабинету стоматолога
7	None of the approaches listed so far has proven completely satisfactory	G	Все же ясно, что чувство страха может определять наше поведение
8	Psychologists propose theories to account for the nature of an emotional reaction	H	Ваша реакция проявляется внешне
9	The only issue on which there appears to be a consensus is...	I	Без мотивации в качестве первопричины эмоции не имеют особого смысла

**Exercise 2.**

**A. Match the names of emotions and feelings in the left-hand column with their dictionary definitions in the right-hand column.**

1	contempt	A	a very strong feeling of dislike (e.g. one caused by a bad smell or taste or a very unpleasant sight)
2	disgust	B	a strong emotional reaction to a specific present danger; anxiety to an anticipated danger
3	guilt	C	an acute emotional reaction elicited by any of a number of stimulating situations, including threat, overt aggression, restraint, verbal attack, disappointment or frustration, and characterized by strong responses in the autonomic nervous system

Continued

4	fear	D	an emotion characterized by feelings of guilt, embarrassment, and avoidance
5	anxiety	E	a feeling of satisfaction arising from a knowledge of one's worth, success, qualities, efforts, etc., or related to those of persons closely related to one
6	joy	F	the emotional feeling associated with the realization that one has violated an important social, moral, or ethical regulation
7	gratitude	G	the feeling that is caused by what is unworthy, by things or actions that are not to be feared or respected; scorn
8	pride	H	kind feelings towards someone who has been kind
9	shame	I	feeling of apprehension about the future without specific cause for the fear
10	embarrassment	J	a highly pleasant emotion associated with accomplishment, satisfaction and gratification
11	anger	K	a feeling of anxiety, perplexity or confusion so that one is uncomfortable and does not know what to do or say

**B. Say a few words about positive and negative emotions using words given in A.**

### Exercise 3.

**A. Guess the meaning and give the appropriate translation of the following English terminological word combinations.**

emotion: abstract ~, aggressive ~, ambivalent ~, innate ~, induced ~, defensive ~, expressed ~, primary ~, acquired ~, specific ~, secondary ~, conditioned ~

feeling: subjective ~, sex ~, religious ~, disagreeable ~, social ~, human ~, guilt ~, we ~, ~ tone, ~ type, ~ of isolation, ~ of uneasiness, ~ of unreality, inferiority ~

**emotional:** ~ control, ~ disorder, ~ expression, ~ immaturity, ~ instability, ~ state, ~ pattern, ~ response, ~ support, ~ tension, ~ tone

**motivation:** secondary ~, group ~, moral ~, unconscious ~, primary ~, positive ~, sexual ~, specific ~, universal ~, goal-directed ~, conscious ~, ~ to avoid failure, ~for success

**primary:** ~ emotion, ~ data, ~ attention, ~ drive, ~ group, ~ motivation, ~ position, ~ quality, ~ reinforcement, ~ reward, ~ diagnosis, ~ factor

**basic:** ~ conflict, ~ anxiety, ~ need, ~ personality, ~ skills, ~ category, ~ mistake, ~ research, ~ rule

**reaction:** cognitive ~, psychological ~, physiological ~, behavioral ~, defense ~, evoked ~, inherent ~, vegetative ~, vasomotor ~, neurotic ~, neutral ~, total ~, delayed ~

**positive:** ~ feelings, ~ correlation, ~ fixation, ~ induction, ~ conflict, ~ reward, ~ transfer, ~ valence, ~ tropism, ~ attitude, ~ adaptation

**negative:** ~ acceleration, ~ adaptation, ~ feedback, ~ fixation, ~ afterimage, ~ induction, ~ reinforcement, ~ reward, ~ transfer, ~ attitude, ~ symptom, ~ contact

**motivational:** ~ hierarchy, ~ value, ~ factor, ~ selectivity

**B. Convey the meaning of some terms in your own words.**

**Exercise 4.**

**A. Fill in the columns with the proper derivatives of the following words, whenever possible.**

Verb	Noun	Adjective	Adverb
...	harm	...	...
...	...	beneficial	...
dissect	...	...	...
...	—	underlying	—
—	contempt	...	...
yield	...	...	—
—	...	...	gratefully

**B. Put a suitable word from the box above into each gap.**

1. I feel nothing but \_\_\_\_ for his dishonest behavior towards me. 2. Let's \_\_\_\_ Carroll Izard's theory as regards his classification scheme of primary emotions. 3. Constant worries and trouble have done much \_\_\_\_ to his health and well-being. 4. He has the \_\_\_\_ of a first-class education to make a successful career. 5. I had nothing to do but to \_\_\_\_ to pressure on his part and obey him. 6. At the meeting the Dean expressed his \_\_\_\_ to students for their active participation in the experiment. 7. Any experimental research must have an \_\_\_\_ theoretical basis.

**Exercise 5. Arrange the following words into pairs of (a) antonyms and (b) synonyms.**

- |    |              |                    |
|----|--------------|--------------------|
| a) | to construct | to involve         |
|    | swift        | harmless           |
|    | to exclude   | benefit            |
|    | to overtake  | due to             |
|    | harmful      | tension            |
|    | gratitude    | slow               |
|    | overt        | happiness          |
|    | consensus    | to destroy         |
|    | despite      | to fall behind     |
|    | grief        | ingratitude        |
|    | harm         | disagreement       |
|    | relaxation   | covert             |
| b) | to dissect   | contempt           |
|    | thankful     | size               |
|    | route        | point              |
|    | to involve   | swift              |
|    | overt        | to cut into pieces |
|    | instant      | to include         |

to ponder	outward
consensus	way
dimensions	moment
scorn	to think
rapid	agreement
issue	grateful

### SPEAKING AND DISCUSSION

**Exercise 1.** Answer the following questions to the text making use of expressions given in the box below.

As far as I am concerned,...  
As far as I know,...  
As far as I understand,...  
I am convinced that...  
I am fully conscious of the fact that...  
Generally speaking,...

1. What do you think of the working definition of emotion given in the text?
2. What was Wundt's contribution to the theory of emotion and to psychology in general?
3. What is your opinion about Richard Lazarus's theory of emotion?
4. What are disputable issues concerning emotions and their classification?
5. Have psychologists come to any agreement on problems connected with emotions?
6. Along what lines will the theory of emotion develop, to your mind?

**Exercise 2.** Retell the text using your active vocabulary and expressions given in the previous exercise.

**Exercise 3.**

In his book “Emotional Intelligence” (N.Y., 1995, p. 289) D.Goleman gives the following list of 8 core emotions:

- anger
- sadness
- fear
- enjoyment
- love
- surprise
- distaste
- shame

According to D.Goleman, each of them comprises a lot of variations and nuances. Here is a list of them:

anxiety, annoyance, apprehension, amusement, acceptance, astonishment, amazement, aversion, cheerlessness, contempt, despair, delight, devotion, euphoria, ecstasy, embarrassment, fury, fright, friendliness, grief, gloom, guilt, hatred, hostility, happiness, irritability, joy, kindness, loneliness, melancholy, nervousness, phobia, panic, pride, sensual pleasure, regret, sorrow, self-pity, satisfaction, shock, scorn, trust, wonder

- A. Match each emotion with one of the 8 core emotions given above.**
- B. Express your opinion about the 8 core emotions singled out by D.Goleman.**  
(Mind that his classification is not universally accepted)

**Exercise 4. Read the quotation from D.Goleman’s book “Emotional Intelligence” (N.Y., 1995, Ch.12) on the role of family life for our emotional development and be ready to say whether you agree or disagree with**

**the author. Try to prove your viewpoint by giving examples from your personal experience or literature.**

“Family life is our first school for emotional learning; here we learn how to feel about ourselves and how others will react to our feelings; how to think about these feelings and what choices we have in reacting; how to read and express hopes and fears.

This emotional schooling operates not just through the things that parents say or do directly to their children, but also in the models they offer for handling their own feelings and those that pass between husband and wife. Some parents are gifted emotional teachers, others are awful.

How parents treat their children has deep and lasting consequences for the child’s emotional life.”

### **Exercise 5.**

#### **Task 1. Scan the text below to find**

- who offered the best assessment of the emotional mind;
- the main difference between the emotional mind and the rational mind;
- the relationship between emotional response and conscious awareness;
- disadvantages of the emotional mind;
- advantages of the emotional mind;
- overt and covert manifestations of emotional reactions;
- a peculiarity of triggering emotions in the rational mind.

### **HALLMARKS OF THE EMOTIONAL MIND**

Only in recent years has there emerged a scientific model of the emotional mind that explains how so much



of what we do can be emotionally driven – how we can be so reasonable at one moment and so irrational the next – and the sense in which emotions have their reasons and their own logic. Perhaps the best two assessments of the emotional mind are offered independently by Paul Ekman, Head of Human Interaction Laboratory at the University of California, San Francisco, and by Seymour Epstein, a clinical psychologist at the University of Massachusetts.

### **A Quick but Sloppy Response**

The emotional mind is far quicker than the rational mind, springing into action without pausing even a moment to consider what it is doing. Its quickness precludes the deliberate, analytic reflection that is the hallmark of the thinking mind.

The rapid mode of perception of the emotional mind sacrifices accuracy for speed, relying on first impressions, reacting to the overall picture or the most striking aspects. It takes things in at once, as a whole, reacting without taking the time for thoughtful analysis. Vivid elements can determine that impression, outweighing a careful evaluation of the details. The great advantage is that the emotional mind can read an emotional reality in an instant, making the intuitive snap judgements. The emotional mind is our radar for danger. If we waited for the rational mind to make some of these judgements, we might not only be wrong – we might be dead. The drawback is that these impressions and intuitive judgements may be mistaken and misguided.

Paul Ekman proposes that this quickness, in which emotions can overtake us before we are quite aware they have started, is essential to their being so highly adaptive: they mobilize us to respond to urgent events without wasting time pondering whether to react or how to respond. Using the system he developed for detecting emotions from subtle changes in facial expression, Ek-

man can track microemotions that flit across the face in less than a half second. Ekman and his collaborators have discovered that emotional expressions begin to show up in changes in facial musculature within a few thousandths of a second after the event that triggers the reaction, and that the physiological changes typical of a given emotion – like shunting blood flow\* and increasing heart rate – also take fractions of a second to begin. This swiftness is particularly true of intense emotion, like fear of a sudden threat.

### First Feelings, Second Thoughts

Because it takes the rational mind a moment or two longer to register and respond than it does the emotional mind, the “first impulse” in an emotional situation is the heart’s, not the head’s. There is also a second kind of emotional reaction, slower than the quick-response, which simmers and brews\*\* first in our thoughts before it leads to feeling. The second pathway to triggering emotions is more deliberate, and we are typically quite aware of the thoughts that lead to it. In this kind of emotional reaction there is more extended appraisal; our thoughts – cognition – play the key role in determining what emotions will be roused. Once we make an appraisal, a fitting emotional response follows. In this slower sequence, more fully articulated thought precedes feeling. More complicated emotions, like embarrassment or apprehension over an upcoming exam, follow this slower route, taking seconds or minutes to unfold – these are emotions that follow from thoughts.

The rational mind usually does not decide what emotions we “should” have. Instead, our feelings typically come to us as a *fait accompli*.\*\*\* What the rational mind can control is the *course* of those reactions. Usually we do not decide *when* to be mad, sad, and so on.

*D.Goleman. Emotional Intelligence, N.Y., 1995, pp. 291–292*

### Notes

\* shunting blood flow изменение кровотока

\*\* to simmer and brew зд. созреть, формироваться

\*\*\* fait accompli *фр.* свершившийся факт

**Task 2. Read the text again and be ready to speak about the rational mind and the emotional mind.**

**Task 3. Say whether you belong to the group with the rational mind or the emotional mind and try to prove it.**

#### Exercise 6.

Emotions are often easily recognized because different emotions are characterized by their own specific changes in overt behavior and in their facial expression. Moreover, one even speaks about universality of emotions and their overt expression.

**Think of some emotion, try to convey it through your facial expression for other students to guess and explain what it is. If their guess is wrong, say what your facial expression was to convey.**

#### Exercise 7.

In University, in the classroom environment, like in any other setting where people work and spend a lot of time together, it is essential to have a positive emotional atmosphere which would contribute to more successful work and active participation of everybody so that students will show their best and achieve their best. Naturally, the teacher's role is very important. On the other hand, in creating a friendly relaxed atmosphere in the classroom and outside it much depends on personal qualities and attitudes of every student.

**A. Fill in the test on your emotional behavior in the University setting. Tick (✓) the an-**

**swer you think applies. Add points which, to your mind, are missing.**

1. There is a variety of emotions among students who study together. To create a positive classroom atmosphere do you think students should
  - a) be encouraged to express their feelings freely
  - b) be discouraged to act on feelings because they may affect others not the way they would like to
  - c) make a conscious effort to spread positive feelings to create a friendly atmosphere
  - d) ...
2. Are you aware of the emotional effect you have on others? Do you make them
  - a) tense
  - b) relaxed
  - c) enthusiastic
  - d) open
  - e) withdrawn
  - f) ...
3. When you feel good, do you
  - a) share the positive mood
  - b) keep it to yourself
  - c) ...
4. When you feel rotten, do you
  - a) put the blame on the world and on others
  - b) keep your negative feelings to yourself
  - c) try to understand its causes and talk it out with your friend(s)
  - d) ...
5. If someone wants to shift his/her anger or frustration onto you, is your reaction
  - a) to get rid of it by accepting and passing it on
  - b) to stop it spreading by listening sympathetically to its causes
  - c) to ignore the ill-feeling
  - d) ...

6. If you see that your friend is close to an emotional outbreak, do you
  - a) try to help him relax by suggesting a solution
  - b) keep watch over him without interfering
  - c) ...
7. Misunderstanding often creates all sorts of emotional problems. To avoid wrong interpretation, do you
  - a) keep your message direct and to the point
  - b) try to be careful about your tone and word choice when delivering your message
  - c) speak clearly and distinctly
  - d) check if you are being understood correctly by asking questions to make sure
  - e) follow a logical plan when delivering your message that was carefully thought out beforehand
  - f) ...
8. If your group-mates are unreasonably angry and tense, do you
  - a) ask them about the reasons
  - b) join in
  - c) tell them to pull themselves together
  - d) ...
9. In interacting with people, do you
  - a) act in accordance with the emotional atmosphere around you
  - b) adjust your words and behavior to produce the desired effect
  - c) artificially manipulate others to make the most effective emotional impact
  - d) have your own way regardless of the atmosphere around you
  - e) ...

*Modified after "English for Practical Management" by  
Z. Ardo. Oxford, 1988*

**B. Be ready to speak about your emotional behavior making use of the test results.**

**Exercise 8. Make up a dialogue with your partner. Choose one of the six situations connected with serious emotional problems given below.**

(Words and expressions given may serve as a guide.)

**Situation 1.** An 18-year-old girl is paying a visit to a counseling psychologist seeking his advice because she has serious emotional problems with boys.

<u>Girl</u>	<u>Psychologist</u>
to feel lonely; to feel embarrassed in the presence of...;	to be the only child; self-centered;
	Are you satisfied with your appearance?
to be confused, shy;	(ab)normal relations with age-mates;
to avoid peers	I suggest that you spend more time with your age-mates

**Situation 2.** A University student goes to a counseling psychologist for advice. At exams he is usually so overanxious and tense that he can't pull himself together and, though well prepared, can't answer properly.

<u>Student</u>	<u>Psychologist</u>
My future depends on it; to be nervous, anxious; to fail;	to reduce anxiety level, to relax;
	to interfere with...;
to overcome nervousness	I suggest that you volunteer to answer at seminars more often

**Situation 3.** A young man goes to a family counselor in connection with his marital problems.

<u>Man</u>	<u>Counselor</u>
I've been married for...years;	Whose fault is it?;
I fell in love with her at first sight;	self-critical;
to irritate;	You had better bring your wife here;
to quarrel;	I'd like to talk to her before mak- ing a final diagnosis;
It's beyond me to understand her;	
Our family life is getting worse and worse	In any case it is desirable for you to...

**Situation 4.** A school teacher is consulting a school psychologist about a pupil's emotionally inadequate behavior.

<u>Teacher</u>	<u>Psychologist</u>
to be disobedient;	transitional period;
to violate school rules;	academic achievements;
to be rude to his class-mates;	Leave him alone;
to bully everybody;	It may evoke his curiosity;
to shout at smb.;	Don't control his every step, trust him;
I can't cope with him;	to attend group therapy sessions;
	In any case I must see the boy

**Situation 5.** A mother is worried about her son's emotional instability and goes to a counseling psychologist for a piece of advice.

<u>Mother</u>	<u>Psychologist</u>
to be unmanageable;	What's the matter with him?
to fly into anger/rage;	to invite friends;
to take to alcohol and smoking;	to be in the know of his life;
pocket money;	to punish him;
You've taken a heavy burden off my shoulders;	to be patient with him;
	I'm sure you'll manage to cope with him;

**Situation 6.** A young executive finds it difficult to speak in public, so he is seeking advice from a counseling psychologist.

<u>Executive</u>	<u>Psychologist</u>
serious problems of emotional character;	to overcome shyness;
to stammer;	to lack practice and experience;
to be irresolute;	There is nothing wrong with you;
self-conscious;	I suggest that you should attend
to be in two minds;	group therapy sessions
My work suffers.	

**Exercise 9.** Choose one of the following topics connected with *emotions* and prepare a report on it.

1. Defining emotions and their classifications
2. Disputable problems connected with the study of emotions



3. The emotional mind and the rational mind
4. Emotional development and the role of the child's family
5. The best known theories of emotions
6. Describing an intense emotion you watched or experienced yourself
7. Creating a favourable emotional atmosphere in the classroom setting is indispensable for high academic achievements
8. Emotional problems of first-year University students
9. Teenagers' emotional problems

### WRITING

**Exercise 1.** Write a short summary of the report on *emotions* you have made.

**Exercise 2.** Render the following text into English making use of your active vocabulary given in the box.

dimensions, to give rise to..., rate, appraisal, to evoke, deliberate, apprehension, overt, hallmark, primary, to trace, to flit across one's face, to trigger, to preclude, to ponder over, to outweigh, underlying

### Эмоции

При изучении эмоций можно выделить такие *параметры*, как субъективный эмоциональный опыт, активацию автономной нервной системы, общую реакцию на определенную эмоцию и возможное направление действий в будущем (action tendencies).

При активации автономной нервной системы сильные эмоции обычно *вызывают* физиологические

изменения (например, увеличение сердечного ритма, *темпа* дыхания, температуры кожи и т.д.).

Когнитивная *оценка* – анализ ситуации, *вызывающей* эмоциональную реакцию. Такая оценка влияет на интенсивность и качество эмоций. Но есть случаи, когда, похоже, не происходит *преднамеренной* осознанной оценки эмоциональной ситуации (например, страхи и *опасения*, приобретенные в детстве через классическое обусловливание).

Внешнее *проявление* есть *признак первичных* эмоций. Нетрудно *проследить*, как в случае сходных эмоций *на лицах* людей, представителей разных культур, обычно *мелькает* сходное выражение.

Культуры отличаются по тому, какие факторы *вызывают* определенные эмоции и какие правила и нормы *препятствуют* их проявлению (display) в данной культуре.

Общая реакция на эмоциональное состояние заключается в том, что мы *размышляем* о нем и обращаем больше внимания на события, соответствующие (to fit) нашему настроению. И для нас эти события важнее (*перевешивают*) тех, которые не соответствуют нашему настроению.

Другим следствием этого является то, что *основное* эмоциональное настроение влияет на нашу оценку людей и объектов, а также на то, что произойдет в будущем.

## GRAMMAR REVISION

### Indirect Speech (Continued)

#### Indirect Orders and Requests

An order or request in indirect speech is expressed by the Infinitive.

Verbs most often used to introduce indirect orders are: *to ask*, *to tell* (*велеть*), *to order* (*приказывать*), *to command* (*приказывать*). As for requests in indirect speech

they are often introduced by the verbs *to ask* (*просить*), *to request* (*предлагать, просить*), *to implore* (*умолять*), *to beg* (*умолять*), *to urge* (*уговаривать*)

Direct Speech	Indirect Speech
The therapist said to the client, "Close your eyes."	The therapist asked the client to close his eyes.
The therapist said to the client, "Don't open your eyes."	The therapist asked the client not to open his eyes.

### Indirect Questions

#### Indirect General Questions

To convert general questions into indirect speech follow the following rules:

- use the conjunctions *if* or *whether* to introduce an indirect general question
- if necessary, make changes according to the rule of the sequence of tenses
- make the necessary changes in pronouns
- use direct word order, i.e., change word order of a question into that of a statement
- use the verbs *to ask smb.*, *to want to know*, *to wonder* before indirect general questions

Direct Speech	Indirect Speech
The psychologist asked the client, "Do you feel tense in a big company?"	The psychologist asked the client if he felt tense in a big company.
The therapist asked the client, "Did you apply for help?"	The therapist asked the client if he had applied for help.
The therapist asked the client, "Have you discussed the problem with your wife?"	The therapist asked the client if he had discussed the problem with his wife.
The therapist asked the client "Will you bring your wife to the next session?"	The therapist asked the client if he would bring his wife to the next session.

### Indirect Special Questions

To convert special questions into indirect speech follow the same rules as for general questions. The only difference is that an indirect special question is introduced by the same adverb or pronoun that introduces a direct special question.

Direct Speech	Indirect Speech
The professor asked, "Who is not ready for the seminar?"	The professor asked who was not ready for the seminar.
The professor asked his students, "What materials have you read for the seminar?"	The professor asked his students what materials they had read for the seminar.
The professor asked his students, "When will you hand in your essays?"	The professor asked his students when they would hand in their essays.
The professor asked a student, "What are you writing?"	The professor asked a student what he was writing.

### Exercises

**Exercise 1. Change the following orders and commands into indirect speech. Try to use different verbs to introduce them.**

1. The therapist said to the client, "Relax". 2. The mother said to her son, "Don't worry." 3. The experimenter said to the subject, "Ponder over it for an instant." 4. The teacher said to the students, "Find the working definition of the term *emotion* in the text." 5. The mother said to her son, "Don't be late to-night." 6. He said to his friends, "Don't give me away." 7. The doctor said to his patient, "Take this medicine regularly, three times a day."

**Exercise 2. Translate the sentences with indirect orders and requests from Russian into English.**

1. Мать просила психолога дать ей совет, чтобы помочь сыну. 2. Он уговаривал меня выступить на собрании. 3. Профессор велел мне принести план моей курсовой работы в следующий понедельник. 4. Психолог попросил нас заполнить опросник. 5. Он попросил нас описать те едва заметные изменения во внешнем поведении испытуемых, которые мы смогли увидеть. 6. Мальчик умолял родителей не отсылать его спать, потому что очень хотел посмотреть по телевизору футбольный матч. 7. Мать велела сыну сделать уроки, прежде чем идти гулять.

**Exercise 3. Change the following general questions into indirect speech.**

1. The experimenter asked his subjects, "Have you filled in the questionnaire?" 2. The teacher asked his students, "Are you satisfied with the results achieved?" 3. He asked her, "Have you shared this information with others?" 4. He asked me, "Will you join in?" 5. The professor asked the student, "Are you sure that pulse rate will change in this case?" 6. The mother asked her daughter, "Did you tell the therapist everything?"

**Exercise 4. Translate the sentences with indirect general questions from Russian into English.**

Психотерапевт спросил клиента,

- а) последует ли он его совету
- б) знает ли он причину своих нарушений
- в) сделал ли он выводы, как справиться с проблемами

- г) будет ли он следить за здоровьем и придерживаться диеты
- д) влияет ли эмоциональная обстановка на его поведение

**Exercise 5. Change the following special questions into indirect speech.**

The therapist asked his client

- a) "What's your name?"
- b) "What do you complain of?"
- c) "When did you notice the symptoms for the first time?"
- d) "Who have you already applied to?"
- e) "What medicine do you take?"
- f) "When will you be able to come next time?"

**Exercise 6. Translate the sentences with indirect special questions from Russian into English.**

1. Профессор спросил, кто из нас заметил испуг на лице испытуемого. 2. Он спросил меня, когда я заинтересовалась этой проблемой. 3. Я спросила его, как, по его мнению, будет развиваться эта наука в ближайшем будущем. 4. Мне хотелось знать, почему никто не спросил меня об этом. 5. Он спросил, в какой стране эта проблема сейчас исследуется. 6. Она спросила меня, когда я собираюсь закончить курсовую работу. 7. Я спросила его, как я могу помочь ему.

**Exercise 7. Change the dialogue below into indirect speech.**

This is an extract from Piaget's book "The Moral Judgement of the Child" (1932) where Piaget describes

how he read a pair of stories to a 6-year-old boy after which the following dialogue took place between them.

“Have you understood these stories?”

“Yes.”

“What did the first boy do?”

“He broke 15 cups.”

“And the second one?”

“He broke a cup by moving roughly.”

“Is one of the boys naughtier than the other?”

“The first one is because he knocked over 15 cups.”

“If you were the daddy, which one would you punish most?”

“The one who broke 15 cups.”

“Why did he break them?”

“The door shut too hard and knocked them over. He didn’t do it on purpose.”

“And why did the other boy break a cup?”

“Because he was clumsy. When he was getting the jam the cup fell down.”

“Why did he want to get the jam?”

“Because he was all alone. Because his mother wasn’t there.”

### **Exercise 8. Translate the dialogue in indirect speech from Russian into English.**

This is a modification of a dialogue taken from the book “Client-centered therapy”(L., 1976, p. 248) by C. Rogers. The dialogue is between a therapist and Henry, an 11-year-old boy.

Г. «Однажды мама пообещала взять меня в Балтимор, но взяла моего брата вместо меня.»

Т. «Они оставили тебя дома?»

Г. «Да. До шести лет у меня была няня мисс Палмер, которая всегда защищала меня.»

- Т. «А сейчас некому защищать тебя?»
- Г. «Некому. Они говорят, что мисс Палмер меня испортила. Но я так не считаю.»
- Т. «Ты скучаешь без нее?»
- Г. «Да. У меня есть кузина Джин. Я влюблен в нее. Но Майкл говорит, что Джин больше нравится он, а не я.»
- Т. «Он не хочет, чтобы ты был счастлив?»
- Г. «Не хочет. Он делает все, чтобы я был несчастным. И отец всегда на его стороне.»
- Т. «Похоже, дома у тебя не все в порядке.»
- Г. «Да. И я не понимаю, какой смысл рассказывать вам об этом.»
- Т. «Ты хочешь сказать, что разговор не поможет?»
- Г. «Конечно, не поможет.»
- Т. «Иногда людям легче, если они могут обсудить свои проблемы с другими.»



## Unit VI THEORIES OF PERSONALITY

### APPROACHING THE TOPIC

**Discuss the following questions.**

1. What is personality?
2. What are the main characteristics of Freud's theory of personality?
3. What are defense mechanisms?

### VOCABULARY

1. ego, *n* – “я” (сам), субъект мысли
2. cheat, *v* – мошенничать, обманывать
3. conscience, *n* – 1. сознательность, общественное сознание; 2. совесть; 3. высокая мораль  
conscious, *a* – 1. сознательный; 2. относящийся к сознанию  
consciousness, *n* – 1. сознание; 2. сознательность
4. controversial, *a* – спорный, дискуссионный
5. deem, *v* – полагать, думать, считать
6. denial, *n* – 1. отрицание, отклонение; 2. отказ, несогласие  
deny, *v* – 1. отрицать; 2. отказываться
7. displacement, *n* – 1. смещение, перемещение; 2. замещение, замена
8. fantasize, *v* – воображать, фантазировать  
fantasy, *n* – 1. фантазия, воображение; 2. иллюзия, игра воображения
9. hostility, *n* – враждебность, враждебное отношение  
hostile, *a* – враждебный
10. id, *n* – ид (один из структурных компонентов личности по З. Фрейду)
11. innate, *a* – врождённый
12. libido, *n* – 1. либидо; 2. либидозное влечение; 3. энергия либидо  
libidinal, *a* – относящийся к либидо  
libidinous, *a* – 1. сладострастный, чувственный; 2. возбуждающий чувственность
13. maladaptive, *a* – неадекватный

- maladapt, *v* – 1. плохо приспособляться; 2. плохо использовать  
maladaptation, *n* – недостаточная приспособляемость, плохая адаптация
14. moderation, *n* – 1. умеренность, воздержание; 2. выдержка, ровность (характера); 3. замедление  
moderate, *v* – сдерживать, смягчать
15. mold, *v* – формировать, создавать
16. preconscious, *a* – предсознательный
17. projection, *n* – 1. проекция; 2. выступ, нарост
18. premise, *n* – (пред)посылка
19. rationalization, *n* – разумное объяснение, логическое обоснование  
rationalize, *v* – давать рационализированное объяснение  
rationality, *n* – разумность, рациональность  
rationalism, *n* – рационализм
20. reliance, *n* – 1. доверие, уверенность; 2. опора, надежда  
reliability, *n* – надёжность, достоверность  
reliable, *a* – надёжный, достоверный  
rely, *v* – полагаться (on, upon)
21. repression, *n* – 1. подавление, вытеснение; 2. сдерживание  
repress, *v* – подавлять, сдерживать
22. revert, *v* – 1. возвращаться в прежнее состояние; 2. возвращаться к ранее высказанной мысли
23. shift, *v* – перемещать, сдвигать, менять  
shift, *n* – перемещение, сдвиг, изменение
24. sublimation, *n* – сублимация  
sublimate, *v* – придавать возвышенный характер, сублимировать
25. superego, *n* – суперэго, сверх-«я»
26. trait, *n* – 1. характерная черта (особенность) человека; 2. признак
27. unconscious, *a* – подсознательный, бессознательный

## DEVELOPING VOCABULARY

**Exercise 1.** Translate the following word combinations into Russian paying attention to your active vocabulary.

*To cheat* in an examination, *to cheat* at cards; *conscious* superiority, public *conscience*, to lose *conscious-*

*ness*; a *controversial* speech, to be fond of *controversy*; *denial* of a request for help, *to deny* friendship; *displacement* is a defense mechanism; to live in a world of *fantasy*, sexual *fantasies*; a fantasist is a person who *fantasizes*; feeling of *hostility*, open *hostility*, social *hostility*, a *hostile* look; *innate* aggression, *innate drives*, *innate* feeling of pride; bisexual *libido*; the *maladaptive* behaviour of slum children; *moderation* in eating and drinking, to a *moderate* extent, a *moderate* appetite; to *mold* one's skills; optical *projection*, visual *projection*; a major *premise*, a minor *premise*, private *premises*; *rational* conduct, *to rationalize* one's fears; to place much *reliance on* the doctor; *to rely upon* him; *unconscious repression*; *to revert* to the original mental condition; *to shift* one's ground, a *shift* in emphasis; universal *trait*, character *trait*; *unconscious* forces.

**Exercise 2. Translate the following sentences into Russian paying attention to your active vocabulary.**

1. *The ego* is the part of personality that develops through one's experience with reality.
2. The lie detector tests have been the subject of much *controversy*.
3. I was *conscious* of having offended her. When will she regain *consciousness*?
4. They *deemed* that he was no longer capable of managing his own affairs.
5. *The id* is the totally inborn or inherited portion of personality.
6. *Fantasy* provides an escape from anxiety through imagination or daydreaming.
7. He was given a *hostile* reception. She *displaced her hostility* towards her friend.
8. His *innate* eloquence (красноречие) helped him overcome the difficult situation.

9. Her *maladapted* speeches would not help the cause.
10. You should *moderate* your language. He showed great *moderation* in not responding angrily to the attack on his character.
11. His character was *molded* more by his experiences in life than by his education.
12. Aspects of our mental life of which we are not *conscious* at any moment, but that can be easily brought to awareness are stored at a *preconscious* level.
13. *Projection* is often used in conjunction with aggression and *hostility*.
14. We *are relying* on your discretion. His chief *reliance* was placed on his own courage.
15. He *rationalized* his dislike of authority.
16. The girl is no longer the "centre of attention" and *reverts* to her earlier behaviour.
17. He managed *to shift* attention away from internal problems.
18. Ann's kindness is one of her most pleasing *traits*. *The common traits* in the American character are generosity and energy.
19. He also maintained that most of our mental life took place on the *unconscious* level.

**Exercise 3. Translate the following sentences into English using the indicated words from the vocabulary list.**

- |             |                                                                                                                       |
|-------------|-----------------------------------------------------------------------------------------------------------------------|
| conscious   | 1. Чувства и мотивы, которые отсутствуют на <i>уровне сознания</i> , находятся на <i>уровне подсознания</i> .         |
| unconscious |                                                                                                                       |
| controversy | 2. Несмотря на многочисленные <i>споры</i> относительно теории Фрейда, многие из его концепций нашли своё применение. |
| deem        | 3. Он <i>полагал</i> , что его долг помочь этому человеку преодолеть трудности.                                       |
| deny        | 4. Он давал своим друзьям то, в чём <i>отказывал</i> жене.                                                            |

fantasize	5. Он <i>вообразил</i> себя героем.
hostility	6. Она вызывала у нас не что иное, как чувство <i>враждебности</i> .
maladapt	7. Родители решили забрать ребёнка из детского сада, так как он очень <i>плохо приспособливался</i> к другим детям.
innate	8. <i>Врождённое</i> чувство ответственности помогло ему достичь больших высот в этой области.
moderation	9. <i>Выдержка</i> – это способность удерживать свои чувства, желания и привычки в разумных пределах.
mold	10. Что оказало особое влияние на <i>формирование</i> вашего характера?
project	11. Когда он в плохом настроении, он всегда старается <i>проецировать</i> его на других людей.
reliable	12. Он не очень <i>надёжный</i> человек. На его
reliance/rely	обещания нельзя <i>положиться</i> .
rationalize	13. Она пыталась <i>дать разумное объяснение</i> своим поступкам, но все понимали, что это не так.
repression	14. <i>Подавление</i> – это возврат к более примитивному уровню поведения, которое однажды было эффективным.
revert	15. Пациенты с подобными заболеваниями часто <i>возвращаются</i> к исходному состоянию, в котором они находились до начала лечения.
shift	16. Ему всегда удавалось <i>свалить</i> вину на других.

## READING

### FREUD'S THEORY OF PERSONALITY

A theory is a series of assumptions; in our particular case, these assumptions are about people and their

personalities. The ideas or assumptions that constitute a theory are based on observations and are reasonably and logically related to each other. The ideas of a theory should lead, through reason, to specific, testable hypotheses. In short, a *theory* is an organized collection of testable ideas used to explain a particular subject-matter.

What then is personality? We'll say that **personality** includes the affects, behaviours, and cognitions of people that characterize them in a number of situations over time. Personality also includes those dimensions we can use to judge people to be different from one another. So with personality theories we are looking for ways that allow us to describe how people remain the same over time and circumstances and to describe differences that we know exist among people (R. F. Baumeister, 1987). Note that personality somehow resides *inside* a person; it's something a person brings to his or her interactions with the environment. Here's another way of saying the same thing: "Personality refers to the enduring, inner characteristics of individuals that organize their behaviours" (Deglera et al., 1991).

We begin our discussion of personality with the **psychoanalytic approach** associated with Sigmund Freud and his students. We begin with Freud because he was the first to present a unified theory of personality. Freud's theory of personality has been one of the most influential and, at the same time, most controversial in all of science. There are many facets to Freud's theory (and those of his students), but two basic premises characterize the approach: (1) a reliance on innate drives as explanatory concepts for human behaviour, and (2) an acceptance of the power of unconscious forces to mold and shape behaviour. Freud's ideas about personality arose from his reading of the works of philosophers, his observations of his patients, and intense self-examination. His private practice provided Freud with experiences from which he proposed a general theory of personality and a technique of theory. Here we review some

of Freud's basic ideas about the structure and dynamics of human personality.

Central to Freudian personality theory is the notion that information, feelings, wants, drives, desires, and the like can be found at various levels of awareness or consciousness. Mental events of which we are actively aware at the moment are *conscious* or in consciousness. Aspects of our mental life of which we are not conscious at any moment but that can be easily brought to awareness are stored at a *preconscious* level. When you shift your awareness to think about something you may do this evening, those plans were probably already there, in your preconscious mind. Cognitions, feelings, and motives that are not available at the conscious level are said to be in the *unconscious*. Here we keep ideas, memories, and desires of which we are not aware and cannot easily become aware. Remember the significance of the unconscious level of the mind; even though thoughts and feelings are stored there so that we are completely unaware of them, the contents of the unconscious mind still influence us. Unconscious content, passing through the preconscious may show itself in slips of the tongue, humour, neurotic symptoms, and dreams. Freud believed that unconscious forces could explain behaviours that otherwise seemed irrational and beyond description. He also maintained that most of our mental life took place on the unconscious level. According to Freudian theory, our behaviours, thoughts, and feelings are largely governed by innate biological drives, referred to as *instincts* in this context. These are inborn impulses or forces that rule personalities. There may be many separate drives or instincts, but they can be grouped into two categories. On the one hand are **life instincts (eros)** or impulses for survival, including those that motivate sex, hunger, and thirst. Each instinct has its own energy that compels us into action (drives us). Freud called the psychic energy through which the sexual instincts operate **libido**. Opposed to the life instincts are **death instincts**

(**thanatos**). These are largely impulses of destruction. Directed inward, they give rise to feelings of depression or suicide; directed outward, they result in aggression. In large measure, life (according to Freud) is an attempt to resolve conflicts between these two natural but diametrically opposed instincts.

As we have seen, Freud believed that the mind operates on three interacting levels of awareness: conscious, preconscious, and unconscious. Freud proposed that personality also consists of three separate, though interacting, structures or subsystems: the id, ego, and superego. Each of these structures or subsystems has its own job to do and its own principles to follow.

The **id** is the totally inborn or inherited portion of personality. It resides in the unconscious level of the mind, and it is through the id that basic instincts develop. The driving force of the id is *libido*, or sexual energy; although, it may be more fair to say “sensual” rather than “sexual” so as not to imply that Freud was also talking about adult sexual intercourse. The id operates on the **pleasure principle**, indicating that the major function of the id is to find satisfaction for the basic pleasurable impulses. Although the other divisions of personality develop later, our id remains with us always and is the best energy source in our lives.

The **ego** is the part of the personality that develops through one’s experience with reality. In many ways, it is our self, the rational, reasoning part of our personality. The ego operates on the **reality principle**. One of the ego’s main jobs is to try to find satisfaction for the id, but it does so in ways that are reasonable and rational. The ego may delay gratification of some libidinal impulse or may need to find an acceptable outlet for some need. Freud said that “the ego stands for reason and good sense while the id stands for untamed passions” (Freud, 1933).

The last of the three structures to develop is the **superego**, which we can liken to one’s sense of morality or conscience. It reflects our internalization of society’s



rules. The superego operates on the **idealistic principle**. One problem we have with our superegos is that they, like our ids, have no contact with reality and, therefore, often place unrealistic demands on the individual. The superego demands that we do what it deems right and proper, no matter what the circumstances. Failure to do so may lead to guilt and shame. Again, it falls to the ego to try to maintain a realistic balance between the conscience of the superego and the libido of the id.

Although the dynamic processes underlying personality are often complicated, the concepts underlying these processes are not as complicated as they sound. Suppose a bank teller discovers an extra \$20 in her cash drawer at the end of the day. She certainly could use an extra \$20. “Go ahead. Nobody will miss it. The bank can afford a few dollars here and there. Think of the fun you can have with an extra \$20,” is the basic message from the id. “The odds are that you’ll get caught if you take this money. If you are caught, you may lose your job; then you’ll have to find another one,” reasons the ego. “You shouldn’t even think about taking that money. Shame on you! It’s not yours. It belongs to someone else and should be returned,” the superego protests. Clearly, the interaction of the three components of one’s personality isn’t always this simple and straightforward, but this example illustrates the general idea.

*Gerow J., Bordens K. Psychology: An Introduction. Carrollton, USA, 2000, pp. 375–377*

### COMPREHENSION CHECK

**Exercise 1. Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F 1. Personality includes the effects, behaviours, and cognition that characterize a person in a variety of situations.

- T F 2. Freud wasn't the first to present a unified theory of personality.
- T F 3. Freud's theory was the least controversial in all of science.
- T F 4. The psychoanalytic approach is associated with Sigmund Freud and his followers and it relies on instincts and the unconscious as explanatory concepts.
- T F 5. Freud maintained that most of our mental life took place on the conscious level.
- T F 6. Libido in Freud's theory is the energy that activates the sexual instincts.
- T F 7. The id is not the instinctive aspect of personality.
- T F 8. The ego is the aspect of personality that refers to its ethical or moral considerations.
- T F 9. Idealistic principle is the force that governs the superego.
- T F 10. The interaction of the three components of one's personality is always simple and straightforward.

**Exercise 2. Read the text again, divide it into logical parts, and give names to each of them.**

**Exercise 3. Make up questions to the following answers.**

1. \_\_\_\_\_  
Personality is something a person brings to his or her interactions with the environment.
2. \_\_\_\_\_  
Freud was the first to present a unified theory of personality.
3. \_\_\_\_\_  
A reliance on innate drives as explanatory concepts for human behaviour and an acceptance of

the power of unconscious forces to mold behaviour.

4. \_\_\_\_\_  
We keep ideas, memories, and desires of which we are aware.
5. \_\_\_\_\_  
They include hunger, thirst, and sex.
6. \_\_\_\_\_  
They include feelings of depression and aggression.
7. \_\_\_\_\_  
It operates on the pleasure principle.
8. \_\_\_\_\_  
It operates on the idealistic principle.

### LANGUAGE FOCUS

**Exercise 1. Match the words in the left-hand column with the definitions in the right-hand column.**

1.	deny	a.	transfer
2.	revert	b.	state of extreme unfriendliness
3.	fantasy	c.	self-control
4.	innate	d.	return to former state
5.	trait	e.	aspect of personality that refers to its ethical or moral considerations
6.	hostility	f.	aware
7.	shift	g.	refuse to accept as a fact
8.	reliance	h.	imagination
9.	moderation	i.	possessed from birth
10.	deem	j.	distinguishing character
11.	controversial	k.	instinctive aspect of personality that seeks immediate gratification of impulses
12.	conscious	l.	causing much argument
13.	superego	m.	judge
14.	id	n.	trust

**Exercise 2.**

- A. Guess the meaning and give the appropriate translation of the following English terminological word combinations:**

displacement: drive ~, ~ of prejudice, perceptual ~, ~ of effect, ~ of aggression;

innate: ~ kindness, ~ laziness;

projection: play ~, descending ~, eccentric ~, visual ~;

hostility: “autistic” ~, parental ~, repressed ~, social ~;

repression: conscious ~, organic ~, primary ~, secondary ~, unconscious ~;

trait: constitutional ~, individual ~, unique ~, universal ~, face ~, surface ~, dominant ~;

consciousness: double ~, group ~, subliminal ~, ~ of activity, ~ of kind;

regression: ego ~, phenomenal ~, simple ~, spontaneous ~.

- B. Convey the meaning of some words above in your own words.**

**Exercise 3. Fill in the columns with the proper derivatives of the following words whenever possible.**

Verb	Noun	Adjective
rely	...	...
...	denial	...
-	...	hostile
moderate	...	...
...	projection	...
...	...	repressive
-	aggression	...
sublimate	...	...
...	shift	...
revert	...	...
...	rationalization	...
...	...	controversial

**Exercise 4. Put the words from the following list into the gaps making necessary changes.**

Regression, libido, fantasy, idealistic, ego, preconscious, innate, controversy, superego, conscious

1. In spite of the aura of \_\_\_\_\_ that surrounds Freud, many of his concepts have found acceptance.
2. The \_\_\_\_\_ operates on the \_\_\_\_\_ principle, while the superego operates on the \_\_\_\_\_ principle.
3. The driving force of the id is \_\_\_\_\_.
4. Aspects of our mental life of which we are not \_\_\_\_\_ at any moment that can be brought to awareness are stored at \_\_\_\_\_ level.
5. The last of the three structures to develop is \_\_\_\_\_.
6. \_\_\_\_\_ drives are explanatory concepts of behaviour.
7. \_\_\_\_\_ is a defense mechanism that involves imagination or daydreaming as a reaction to stress and anxiety.
8. \_\_\_\_\_ is a return to earlier, more primitive, even childish levels of behaviour.

**Exercise 5. Arrange the following words in pairs of (a) synonyms and (b) antonyms:**

- a) to deem, to revert, trait, controversy, fantasy, to mold, hostility, moderate, innate, to return (to a former state), to believe, characteristic, prolonged argument, imagination, to form, not extreme, possessed from birth, enmity;
- b) ego, life instincts, conscious, reliable, superego, unreliable, acceptance, moderate, to tell the truth, death instincts, hostile, innate, friendly, acquired, unconscious, extreme, reality, to cheat, fantasy, denial.

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**SPEAKING AND DISCUSSION****Exercise 1. Answer the following questions on the text.**

1. What is the definition of personality?
2. What are the main characteristics of Freud's theory?
3. What are the three levels of consciousness proposed by Freud?
4. What role do instincts play in Freud's theory?
5. What are the three structures of personality as Freud saw them?
6. Why isn't the interaction of the three components of one's personality always simple and straightforward?

**Exercise 2. Retell the text using your active vocabulary.****Exercise 3. Give a summary of the text.****Exercise 4.****A. Respond to the following questionnaire and discuss your results.**

These statements concern personal reactions to a number of different situations. No two statements are exactly alike, so consider each statement carefully before responding.

If a statement is true, or mostly true, as applied to you, circle the T. If a statement is false, or usually not true, as applied to you, circle the F.

- |     |    |                                                                            |
|-----|----|----------------------------------------------------------------------------|
| T F | 1. | I find it hard to imitate the behaviour of other people.                   |
| T F | 2. | I guess I put on a show to impress or entertain people.                    |
| T F | 3. | I would probably make a good actor.                                        |
| T F | 4. | I sometimes appear to others to be experiencing deeper emotions than I am. |

- T F 5. In a group of people, I am rarely the center of attention.
- T F 6. In different situations and with different individuals, I often act like very different people.
- T F 7. I can only argue for ideas I already believe.
- T F 8. In order to get along and be liked, I tend to be what people expect me to be more than anything else.
- T F 9. I may deceive people by being friendly when I really dislike them.
- T F 10. I'm not always the person I appear to be.

**Scoring:** Give yourself one point for each of the questions 1, 5, and 7 that you answered F, and give yourself one point for each of the remaining questions that you answered T. If your total points are seven or more, you are probably a high-monitoring individual; three or below, and you are probably low on self-monitoring.

### **B. Be ready to discuss the following points.**

Three points to ponder: (1) To what extent does the situation determine the extent to which one acts openly and honestly in the presence of others? (2) Can you think of any behaviours or characteristics that should be correlated with one's degree of self-monitoring? (3) How would you proceed to assess the reliability and validity of this scale, and to create adequate norms for it? (Op. cit., pp. 301, 302).

**Exercise 5. Scan the text and do the tasks below.**

### **THE DEFENSE MECHANISMS**

If the ego cannot find the acceptable ways to satisfy the drives of the id, or it cannot deal with the demands

of the superego, conflict and anxiety result. Then ways must be found to combat the resulting anxiety. It was for this purpose that Freud proposed defense mechanisms, unconsciously applied techniques that protect the self (ego) against strong feelings of anxiety. What follows is a list of some of the more common ego defense mechanisms with an example of each.

**Repression** is the most basic defense mechanism. It is sometimes referred to as *motivated forgetting*, which gives you a good idea of what is involved. Repression is a matter of forgetting about some anxiety-producing event or desire. Paul had a teacher with whom he did not get along. After spending an entire semester trying to do his best, Paul failed the course. The following summer, while Paul was walking with his girlfriend, the teacher approached Paul, and Paul could not remember the instructor's name. He had repressed it. Forgetting about everything and everyone who ever caused your anxiety is not an adaptive response, but pushing some anxiety-producing memories into the depths of the unconscious can protect us from dwelling on unpleasantness.

**Sublimation** is a defense mechanism involving the repression of unacceptable sexual or aggressive impulses and allowing them to surface in socially acceptable behaviours that are neither sexual nor aggressive in nature (Hall, 1954). For example, if a person has sexual urges for his sister, these urges can be repressed and channeled into an acceptable behaviour. The person may channel the sexual energy into his artistic abilities and become an accomplished artist. For individuals with more ordinary talents such sexual energy might be channeled into a hobby or excelling at one's job.

**Denial** is a defense mechanism in which a person refuses to acknowledge the realities of an anxiety-produc-



ing situation. When a physician first tells a patient that he or she has a terminal illness, a common reaction is denial; the patient refuses to believe or accept that the diagnosis is accurate.

**Rationalization** amounts to making up excuses for one's behaviours rather than facing the (anxiety-producing) real reactions for them. The real reason Kevin failed his psychology midterm is that he didn't study for it and had missed several classes. Kevin hates to admit, even to himself, that he could have been stupid as to flunk this exam because of his own actions or inactions. So he rationalizes, "It really wasn't my fault. I had a terrible instructor. The test was grossly unfair. We used a lousy textbook. And I've been fighting the flu all semester."

**Fantasy** provides an escape from anxiety through imagination or daydreaming. It is a defense mechanism commonly used by college students. After a week of exams and term paper deadlines, isn't it pleasant to sit back in a comfortable chair and fantasize about graduating from college with honors? To engage in fantasy from time to time is a normal and acceptable reaction to stress and anxiety. On the other hand, there are potential dangers. One needs to be able to keep separate those activities that are real and those that occur in fantasies. Fantasy by itself will not solve the problems or resolve the conflicts that caused the anxiety in the first place. Daydreaming about academic success may help one feel better for a while, but it is not likely to make anyone a better student.

**Projection** is a matter of seeing one's own unacceptable, anxiety-producing thoughts, motives, or traits in others. Under enormous pressure to do well on an exam, Kirsten decides to cheat. But at exam time, her conscience (superego) won't let her. Because of projection, Kirsten may think that she sees cheating going on all

around her. Projection is a defense mechanism often used in conjunction with aggression or hostility. When people feel uncomfortable with their own hostility, they often project their aggressiveness onto others, coming to believe that others are “out to get me.”

**Regression** is a return to earlier, more primitive, even childish levels of behaviour that were once effective. We often see regression occurring in children. Imagine a four-year-old who until recently was an only child; mommy has just returned from the hospital with a new baby sister. The four-year-old is no longer the “center of attention.” He reverts to earlier behaviours and starts wetting the bed, screaming for a bottle of his own, and crawling on all fours.

The defense mechanism of **displacement** is usually discussed in the context of aggression. It’s a matter of directing one’s motives or behaviours at a substitute person or object rather than expressing them directly, which would be anxiety-producing. Dorothy expects to get promoted at work, but someone else gets the new job she wanted. She’s upset and angry at her boss but feels, perhaps correctly, that blowing her top at her boss will do more harm than good, so she displaces her hostility toward her husband, the children, or the family cat.

This list of defense mechanisms is not an exhaustive one. These are among more common, however, and should give you an idea of what Freud had in mind. There are two points that deserve special mention. (1) Using defense mechanisms is a normal reaction. You shouldn’t be alarmed if you find that some of these mechanisms sound like reactions you have used. In moderation they help us to cope with the anxieties and conflicts of everyday life. (2) Although they are normal, these mechanisms can become maladaptive. As long as defense mechanisms are successful in easing the unpleasant feelings of anxiety, we may no longer feel a need to search for the true

sources of anxiety and thus will be less likely to resolve the conflicts that produced the anxiety in the first place.

*Op. cit.*, pp. 377–379

**Task 1. Say whether the following statements are true (T) or false (F), and if they are false, say why.**

- T F 1. Defense mechanisms are unconsciously applied techniques that protect the self (ego) from feelings of anxiety.
- T F 2. Repression is a defense mechanism referring to motivated remembering of an anxiety-producing event or desire.
- T F 3. For individuals with more ordinary talents sexual energy can't be channeled into a hobby.
- T F 4. Denial is a defense mechanism wherein one refuses to believe the realities of an anxiety-producing situation.
- T F 5. Rationalization amounts to facing the (anxiety-producing) real reasons for one's behaviours.
- T F 6. Fantasy is a defense mechanism that involves imagination or daydreaming as a reaction to stress and anxiety.
- T F 7. Projection can't be used with aggression or hostility.
- T F 8. Repression often occurs in adults and elderly people.
- T F 9. Displacement is a defense mechanism in which one's behaviours or motives (rather aggressive) are directed at a substitute rather than the real object of those behaviours or motives.

**Task 2. Pair work. Ask 6 special questions to the text while your partner will answer them.**

**Task 3. Develop the idea of the text using the vocabulary.**

**Task 4. Give a summary of the text.**

**Exercise 6. Discuss the following questions in a group or in pairs.**

1. Is the image one projects important only in public life, or is it important in our relationships with our friends and families as well?
2. Do we pay too much attention to people's images?
3. Is it morally right that a politician should get more votes simply by appearing less tough or aggressive through training his or her voice and changing hair-styles?
4. Can one succeed – socially or in a job – if one has not got the 'right' image?
5. Is there anyone you like despite his/her public image that you find unpleasant?

**Exercise 7. Choose one of the following topics connected with *personality* and prepare a report on it.**

1. Theories of personality.
2. Freud's theory of personality.
3. The personality structure.
4. The defense mechanisms.

## WRITING

**Exercise 1. Write a short summary of the report you have made.**

**Exercise 2. Write your personal equation cards.**

Write a description of yourself in such a way that it could be no other person you know. Describe ideas and

personality rather than physical appearance. (This can be a good way of finding out if the group you are working in notices what you consider to be the most essential and unique aspects of your personality.)

All the cards in the group are then collected in a box and mixed up. Then they are read by one member of the group. The group has to identify who wrote each card. If the group thinks the card might belong to more than one person, the author must revise his or her description.

### Exercise 3. Render the following text into English.

#### ПСИХОЛОГИЧЕСКАЯ ЗАЩИТА ЛИЧНОСТИ

Самосознание личности, используя механизм самооценки, чутко регистрирует соотношение собственных притязаний и реальных достижений. Ещё в начале XX в. американский психолог У. Джемс высказал важную мысль о том, что определяющий компонент образа «Я» личности – самоуважение – характеризуется отношением действительных её достижений к тому, на что человек претендует, рассчитывает. Им была предложена формула, где числитель выражал реальные достижения индивида, а знаменатель – его притязания:

$$\text{Самоуважение} = \frac{\text{Успех}}{\text{Притязания}}$$

При увеличении числителя и уменьшении знаменателя дробь, как известно, возрастает. Поэтому человеку для сохранения самоуважения в одном случае необходимо приложить максимальные усилия и добиться успеха, что является трудной задачей; другой путь – снижение уровня притязаний, при котором самоуважение, даже при весьма скромных успехах, не будет потеряно. Разумеется, правильно

поставленный процесс воспитания призван ориентировать личность на первый способ сохранения самоуважения.

Психологическая задача не может быть сведена к одним лишь случаям снижения уровня притязаний, а представляет собой особую регулятивную силу, используемую личностью для устранения психологического дискомфорта, переживаний, угрожающих «Я-образу», и сохранение на уровне, желательном и возможном для данных обстоятельств.

Понятие о защитных механизмах было разработано главой психоаналитической школы З. Фрейдом. З. Фрейд предположил, что бессознательная сфера человека (главным образом, сексуальная) сталкивается с «защитными механизмами» сознательного «Я» и в результате этого подвергается различным преобразованиям.

Например, одним из механизмов психологической защиты, по Фрейду, является *агрессия*, возникающая, когда человек не может преодолеть барьеры на пути к своей цели и переживает фрустрацию. Агрессия иногда принимает форму прямого нападения на других людей, а иногда выражается в угрозах, грубости, враждебности не только по отношению к тем обстоятельствам или лицам, которые повинны в создании барьера, но и в отношении тех окружающих, на которых в этих случаях «срывается зло». Иногда фрустрация ведёт к агрессии, которая остаётся замкнутой в фантазии человека. Обиженный представляет себе сцены мести, ничего не предпринимая на деле. Иногда фрустрация разрешается агрессией, направленной против самого себя. Наконец, фрустрация может вести к тому, что личность замещается оказавшуюся блокированной непреодолимым (или кажущимся непреодолимым) барьером, другой, которая оказывается для неё более доступной, перспективной (или таковой представляется). Здесь мы имеем дело ещё с одним механизмом психологи-

ческой защиты – *переключением*. В трилогии Л.Н. Толстого «Детство, Отрочество, Юность» превосходно описаны такие виды психологической защиты, как *рационализация* и *вытеснение*. Они находят отражение в следующем признании главного героя трилогии:

«Я был слишком самолюбив, чтобы привыкнуть к своему положению, утешался, как лисица, уверяя себя, что виноград ещё зелен, то есть старался презирать все удовольствия, доставляемые приятной наружностью, которыми на моих глазах пользовался Володя и которым я от души завидовал, и напрягал все силы своего ума и воображения, чтобы находить наслаждение в гордом одиночестве».

Механизм вытеснения иллюстрируется известным выражением «спрятать голову в песок».

Самосознание личности в различных проявлениях – результат развития и становления личности в условиях, которые по-разному сказываются для каждого. Процесс развития личности предполагает постоянную трансформацию самооценки, самоуважения, самочувствия человека, другими словами, – динамику его самосознания.

*Петровский А.В. Введение в психологию. М.: Издательский центр «Академия», 1995, с. 415–417*

## GRAMMAR REVISION

### The Subjunctive Mood

The Subjunctive Mood shows that the action or state expressed by the verb is presented as a non-fact, as something imaginary or desired. It is also used to express an emotional attitude of the speaker to real facts.

All forms of the Subjunctive Mood are translated into Russian by the combination of the verb in the Past Tense and the particle «бы» or the conjunction «чтобы».

In Modern English the Subjunctive Mood has synthetic and analytical forms.

### The Forms of the Subjunctive Mood

	Synthetic	Analytical
Present Subjunctive	I/he/she be, ask we/you/they be, ask	—
Past Subjunctive	I/he/she were, asked we/you/they were, asked	should or would + Indefinite Infinitive
Perfect Subjunctive	I/he/she had been, had asked we/you/they had been, had asked	should or would + Perfect Infinitive

### The Use of the Subjunctive Mood

#### *Simple Sentences*

The Subjunctive Mood is used (1) to express wish (пожелание) or unreal wish, (2) in oaths and imprecations:

- (1) Success attend you!  
Да сопутствует вам успех!  
God forbid!  
Боже упаси! Сохрани бог!  
If only he were here!  
Если бы только он был здесь!
- (2) Manners be hanged!  
К чёрту всякие церемонии!

In simple sentences the analytical forms of the Subjunctive Mood consist of the mood auxiliaries *should*, *would*, *may*, *might* and the simple or the perfect infinitive of the notional verb.

e.g. I would like to travel round the world.

Я бы хотел совершить путешествие вокруг света.



Poor girl! I would hate to have been in such a situation.

Бедняжка! Я бы не хотела оказаться в таком положении.

### *Complex Sentences*

1. The Subjunctive Mood is used in conditional sentences (see Unit VII).

2. The Subjunctive Mood is used in subject clauses after a principal clause of the type *It is necessary, It is important, etc.* The analytical form with the auxiliary *should* is used for all persons. We can also omit *should* in these sentences.

e. g. It is necessary that he (should) go there tomorrow.

Необходимо, чтобы он отправился туда завтра.  
It is important that you (should) be present at the lecture.

Важно, чтобы вы присутствовали на лекции.

3. The Subjunctive Mood is used in adverbial clauses of purpose. The clause is introduced by the conjunctions *that, so that, in order that, lest (что бы не)*.

e. g. He feared lest they should search for him.

Он боялся, чтобы они не стали его искать.

4. The Subjunctive Mood is used in adverbial clauses of comparison (or manner) introduced by the conjunction *as if, as though*.

e. g. He listens (listened) as if he were greatly interested in our conversation.

Он слушает (слушал) так, как будто очень заинтересован нашим разговором.

He was quite calm as if nothing had happened.

Он был так спокоен, как будто бы ничего не произошло.

5. The Subjunctive Mood is used in object clauses when we find verbs denoting *order, suggestion, advice, desire, etc.* in the principal clause. The analytical form with the auxiliary *should* is used for all persons. We can also omit *should* in these sentences.

- e. g. They insisted that we (should) have dinner with them.

Они настаивали на том, чтобы мы пообедали с ними.

6. The Subjunctive Mood is used in adverbial clauses of concession. Adverbial clauses of concession are introduced by the conjunctions and connectives *though, although, however, no matter, whatever, whoever, etc.*

- e. g. Whatever the weather (may) be, we'll go to the country.

Какая бы ни была погода, мы поедем за город.

7. The Subjunctive Mood is also used in attributive clauses modifying the noun *time* in the principal clause *It is time, It is high time*. In this case the Past Simple of the verb is used.

- e. g. It is (high) time we went home.

Нам пора идти домой.

8. The Subjunctive Mood is used in object clauses when the predicate of the principal clause is expressed by the verb *to wish*.

- e. g. I wish it were summer now! (the action refers to the present).

Как бы мне хотелось, что бы сейчас было лето!

- e. g. I wish I had not done it (the action refers to the past)

Как жаль, что я это сделал.

I wish you would stay with me (the action refers to the present or future).

Я бы хотел, чтобы вы остались со мной.

**Exercise 1. Translate the following sentences into Russian and comment on the use of the Subjunctive Mood.**

1. I suppose it is time we were thinking about the matter. 2. I was out of the city or I would have certainly helped you to overcome stress. 3. One would think you were terribly anxious to get rid of him. 4. I wish I could have been a psychologist. 5. They had always treated her as if she were mentally retarded. 6. Come what may. I don't care a bit. 7. I'd rather you forgot me, Mother. 8. He looked as if he were seriously ill. 9. With his great talent he could be a real personality. 10. Was it really necessary that he go through all that trouble again. 11. She insisted we talk the matter over as quickly as possible. 12. She wished she had remained ignorant and unashamed. 13. The congress recommended that the research in this field should be expanded.

**Exercise 2. Replace the infinitives in brackets by the appropriate form of the Subjunctive Mood.**

1. He walked slowly as though it (to ache) him to move. 2. It (to be) natural for him to provide the escape from anxiety. 3. If he (to hear) your words, he (to get) angry. 4. If only he (to avoid) complication! 5. The superego demands that we (to do) what it deems right and proper. 6. It was difficult that he (to develop) such skills and attitudes. 7. It is high time we (to analyze) the results of the experiment. 8. If the conditioned stimulus (to be) under the control of the subject himself, he (to regulate) it. 9. The doctor insisted that he (to stay) in bed for a few days. 10. The problem (to be) very simple if that solution (to be) possible.

**Exercise 3. Complete the following sentences.**

1. If you had taken my advice .... 2. Why did you behave as if .... 3. It is very interesting that he .... 4. I wish

it ... 5. It was high time she .... 6. At that moment he almost wished ... 7. Whatever the truth might be ... 8. But for the result of his test ... 9. What would you like to do if .... 10. It was very necessary that everybody .... 11. If only she .... 12. What would you recommend to a person ...

**Exercise 4. Translate the sentences with object clauses after “wish”.**

1. Many bachelors wish they had kind, understanding wives. 2. I wish it would never end. 3. I wish I knew why people think it's so important they were emotional. 4. She wished he had got a proper education. 5. He wished she had remained his friend. 6. They wish he would come to his consciousness. 7. I wish I could stay here forever just like this. 8. He wished he had been there. 9. The students wish they knew different theories of personality.

**Exercise 5. Translate the sentences after “suggest”, “high time” and the like.**

1. The lecturer suggested that the student pass to the defense mechanisms. 2. I suppose it's time we thought about that problem. 3. It's really important that he consult the psychiatrist. 4. It was desirable that he treat her in such a way. 5. It's only natural that parents worry about their children. 6. She demanded that I apologize to her. 7. Isn't it typical of him that he leave without saying good-bye? 8. You insist that I say something, but will it make things easier for you?

**Exercise 6. Translate the following sentences into English paying attention to the Subjunctive Mood.**

1. Она вела себя так спокойно, как будто ничего не случилось и всё обстоит благополучно. 2. Жаль, что я не смогла вам помочь преодолеть депрессию. 3. Когда

я его встретила, он выглядел так, будто перенёс сильное потрясение. 4. Я предлагаю нам собраться вместе и детально обсудить этот вопрос. 5. Доктор настаивал на том, чтобы она строго соблюдала диету. 6. Если бы только я могла объяснить его неадекватное поведение! 7. Я уверена, что он будет держаться так, словно не чувствует никакой боли. 8. Как жаль, что вы были так неосторожны. Этого бы не случилось, если бы вы послушались совета психолога. 9. Пациент говорил медленно, как будто с трудом подбирал слова. 10. Какая бы ни была причина его поведения, он должен был сдерживать свои эмоции. 11. Как жаль, что это произошло в ваше отсутствие. Будь вы здесь, вы смогли бы это предотвратить. 12. Ребёнок боялся, как бы его не оставили одного в тёмной комнате. 13. Важно, чтобы результаты эксперимента были проверены ещё раз. 14. На вашем месте я бы никогда не согласилась на это предложение. 15. Было бы неприятно огорчать её в этот день.

## Unit VII DEPRESSION

### APPROACHING THE TOPIC

**Discuss the following questions.**

1. What do you think depression is?
2. What are the causes for depression in your opinion?
3. In what way can it be helped?
4. What is the difference between fear and anxiety to your mind?
5. What do you know about phobia, its cause and cure?

### VOCABULARY

1. affliction, *n* – 1. несчастье, бедствие; 2. печаль, скорбь;  
3. болезнь, недуг; 4. физический недостаток  
afflict, *v* – 1. огорчать, приводить в отчаяние; 2. поражать  
(о болезни)  
afflictive, *a* – 1. прискорбный, печальный; 2. болезненный,  
причиняющий боль
2. appeal, *n* – 1. обращение, призыв; 2. просьба, мольба;  
3. привлекательность, очарование  
appeal, *v* – 1. вызывать, обращаться с призывом; 2. просить,  
умолять; 3. привлекать, интересоваться, волновать  
appealing, *a* – 1. умоляющий, трогательный; 2. привлека-  
тельный, обаятельный
3. cripple, *n* – калека, инвалид  
cripple, *v* – калечить, наносить урон, вред  
crippling, *a* – увечный
4. diffusion, *n* – распространение, проникание  
diffuse, *v* – 1. распространять(ся); 2. распылять, рассылать  
diffuse, *a* – 1. раскинувшийся, разбросанный; 2. много-  
словный, болтливый  
diffusive, *a* – 1. распространяющийся, разбросанный;  
2. многословный

5. disorder, *n* – 1. беспорядок, путаница; 2. расстройство, нарушение, болезнь affective ~ аффективное расстройство disorder, *v* – 1. приводить в беспорядок; 2. расстраивать disordered, *a* – 1. приведенный в беспорядок, спутанный; 2. расстроенный, нарушенный
6. discouragement, *n* – 1. расхолаживание; 2. обескураженность, уныние; 3. препятствие, противодействие discourage, *v* – 1. обескураживать, приводить в уныние; 2. отбивать охоту, отговаривать; 3. мешать, препятствовать discouraged, *a* – 1. обескураженный; 2. унылый discouraging, *a* – 1. расхолаживающий; 2. обескураживающий discouragingly, *adv* – расхолаживающе, обескураживающе
7. doom, *n* – рок, судьба doom, *v* – 1. обрекать; 2. осуждать; 3. предназначать doomed, *a* – обреченный, осужденный
8. downhearted, *a* – упавший духом, впавший в уныние, унылый
9. elation, *n* – приподнятое настроение, душевный подъем, восторг elate, *v* – поднимать настроение, приводить в восторг elated, *a* – в приподнятом настроении, в восторге, ликующий
10. elicit, *v* – извлекать, выявлять; ~ from делать вывод
11. embrace, *n* – объятие embrace, *v* – 1. обнимать; 2. использовать, воспользоваться; 3. включать, охватывать
12. erosion, *n* – эрозия, разъедание, размывание erode, *v* – разъедать, разрушать (постепенно) eroded, *a* – размытый, эрозированный erodent, *a* – разъедающий, едкий
13. excruciation, *n* – мучение, терзание excruciate, *v* – мучить, терзать excruciating, *a* – мучительный
14. flight, *n* – 1. полет; 2. быстрое течение; topical ~ поток идей (мыслей); 3. возбуждение, порыв; 4. побег, бегство ~ into illness бегство (уход) в болезнь flight, *v* – 1. лететь; 2. обращаться в бегство flighty, *a* – 1. капризный, непостоянный, ветреный, легкомысленный; 2. помешанный, полоумный
15. irritability, *n* – 1. раздражительность; 2. чувствительность, возбудимость irritable, *a* – 1. раздражительный; ~ temper раздражительный характер; 2. болезненно чувствительный, легко возбудимый

16. insidious, *a* – 1. вероломный, коварный; 2. незаметно подкрадывающийся, подстерегающий; ~ disease незаметно подкрадывающаяся болезнь
17. insuperable, *a* – непреодолимый
18. mourning, *n* – 1. печаль, горе; 2. плач, рыдание; 3. траур  
mourn, *v* – 1. печалиться, горевать; 2. оплакивать, скорбеть; 3. носить траур  
mournful, *a* – печальный, скорбный
19. numb, *v* – 1. вызывать онемение, околечение; 2. ошеломить, заставить оцепенеть  
numb, *a* – 1. онемелый, оцепенелый; 2. околеченевший
20. overwhelm, *v* – 1. преодолеть, подавить; 2. овладевать, переполнять (о чувстве); 3. потрясать, ошеломлять, поражать  
overwhelming, *a* – 1. несметный, огромный; 2. подавляющий
21. precipitation, *n* – 1. стремительное падение, спуск; 2. поспешность, неосмотрительность  
precipitate, *v* – 1. низвергать; 2. ускорять, торопить  
precipitate, *a* – 1. стремительный; 2. внезапный, неожиданный; 3. опрометчивый, безрассудный
22. prevalence, *n* – распространение, распространенность  
prevalent, *a* – 1. распространенный; 2. преобладающий, господствующий
23. prod, *n* – тычок  
prod, *v* – 1. тыкать, колоть; 2. подстрекать, возбуждать
24. queasiness, *n* – 1. тошнота; 2. недомогание; 3. привередливость, разборчивость  
queasy, *a* – 1. тошнотворный; 2. испытывающий тошноту; 3. привередливый, прихотливый
25. retardation, *n* – 1. замедление, отставание; psychomotor ~ психомоторная задержка; 2. замедленная умственная деятельность  
retard, *v* – замедлять, задерживать, тормозить  
retarded, *a* – замедленный, отсталый ~ child умственно отсталый ребенок
26. robustness, *n* – 1. здоровье, сила; 2. здравомыслие; 3. трудность  
robust, *a* – 1. здоровый, крепкий; 2. здравый, ясный; 3. трудный, требующий усилия
27. sample, *n* – образец, проба; up to ~ хорошего качества  
sample, *v* – отбирать образцы, пробы
28. self-esteem, *n* – самоуважение, чувство собственного достоинства



29. severity, *n* – 1. строгость, суровость; 2. серьезность, опасность (болезни)  
severe, *a* – 1. строгий, суровый; 2. тяжелый, серьезный (о болезни), сильный (о простуде)
30. spare, *n* – запасная часть  
spare, *v* – 1. беречь, сберегать; 2. жалеть, щадить; 3. избавлять (кого-либо от чего-либо ~ smb. smth.); spare me your complaints избавь меня от твоих жалоб  
spare, *a* – 1. запасной, резервный; 2. лишний, свободный
31. susceptibility, *n* – 1. восприимчивость; 2. впечатлительность; 3. чувствительность, обидчивость  
susceptible, *a* – 1. восприимчивый; 2. впечатлительный; 3. чувствительный, обидчивый
32. undermine, *v* – 1. подкапывать, делать подкоп; 2. подрывать, разрушать
33. undertaking, *n* – 1. предприятие, дело; 2. обязательство  
undertake, *v* – 1. предпринимать; 2. ручаться, гарантировать (to ~ for)
34. zest, *n* – 1. пикантность, «изюминка»; 2. жар, пыл

## DEVELOPING VOCABULARY

**Exercise 1. Translate the following word combinations into Russian paying attention to your active vocabulary.**

To bear up against *affliction*, to be afflicted with lameness, to be comforted in one's affliction; to respond to *an appeal*, to appeal to reason, to appeal to the eye, appealing glance, to make an appeal to smb.'s feelings; war *cripples*; mental *disorder*, to disorder the health, disordered mind, to be in disorder; to *diffuse* learning, to diffuse kindness, diffused opinion; to be *doomed* to failure, to be doomed to death, doomed to destruction; to *elicit* a fact, to elicit a principle from data, to elicit the truth by discussion; *an embrace* of iron, embrace reflex, embrace different kinds of depression, to embrace an opportunity; *flight* of ambition, flight of imagination, wild flight, to seek safety in flight, flighty conduct; *insuperable* difficulties, insuperable height; to

wear *mourning*, to be in full mourning, mournful song, with a mournful air, to find cause to mourn.

**Exercise 2. Translate the following word combinations into English paying attention to your active vocabulary.**

*Оцепенеть* от ужаса, ошеломленный горем, пальцы, не сгибающиеся от холода; *несметное* богатство, огромное несчастье, безграничная радость, быть охваченным горем; *стремительное* движение, ускорить кризис, опрометчивый поступок; *распространенный* обычай, общепринятая практика, наличие слухов; *ткнуть* в ребро, подгонять ленивого учащегося, заставить чью-либо совесть заговорить; *замедленная* реакция, задержка умственного развития, задержать кого-либо; прекрасный *образчик*, выбранный наугад; альбом образцов; *дюжий, крепкий* малый, крепкое здоровье, крепкие нервы, ясный ум, сильное растение; придавать *вкус*, пикантность чему-либо; сделать что-либо с жаром; вкус к жизни; *суровый* вид, строгое наказание, резкая критика, тяжелая болезнь.

**Exercise 3. Translate the following sentences into English using the indicated words from the vocabulary list.**

- |              |                                                                                   |
|--------------|-----------------------------------------------------------------------------------|
| to elate     | 1. <i>Окрыленный</i> успехом, он продолжил свои исследования в данной области.    |
| downhearted  | 2. Получив результаты эксперимента, он <i>впал в уныние</i> .                     |
| excruciating | 3. Выход из состояния депрессии – это долгий и иногда <i>мучительный</i> процесс. |
| to overwhelm | 4. Его доброта меня просто <i>ошеломила</i> .                                     |
| sample       | 5. Эти товары <i>хорошего качества</i> .                                          |
| disorder     | 6. Его уволили совершенно правильно. Документы были вечно <i>в беспорядке</i> .   |

- appeal 7. Она обладает большой *привлекательностью*.
- to spare 8. *Не заставляй меня* слушать это!
- susceptible 9. Он всегда был *падок* на лесть и *не равнодушен* к женским чарам.
- undermine 10. Это *подточило* его здоровье.
- to discourage 11. Неудачи *привели его в уныние*.
- irritable 12. С ним трудно иметь дело. Он *легко возбудимый*, нервный человек.

## READING

## DEPRESSION

1	
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Depression is the most widespread psychological disorder. And it has been strongly on the rise recently. If you were born after 1960, you are ten times more likely to become depressed than were your grandparents. Depression is the common cause of mental illness. Almost everyone has felt depression, at least in its mild forms. Feeling blue, low, sad, downhearted, discouraged, and unhappy are all common depressive experiences. But familiarity does not produce understanding; for it is only in the last two decades that major advances have been made. Today the great majority of individuals suffering from severe depressions can be helped. We also now know a great deal about its causes.

## NORMAL VERSUS CLINICAL DEPRESSION

Loss and pain are inevitable parts of growing up and growing older. Sometimes people we care for reject us, we write bad papers, our stocks go down, we fail to get the job we want, people we love die. When these losses

occur we go into mourning, and then emerge, our lives poorer, but with hope for the future. Almost everyone reacts to loss with some of the symptoms of depression. We become sad and discouraged, apathetic and passive, the future looks bleak, some of the zest goes out of living. Such a reaction is normal—and we have repeatedly found that at any given moment 25 to 30 percent of college undergraduates will have such symptoms, at least to some extent.

2	
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How does such “normal” depression relate to the more serious depressive disorders? There are two kinds of depressive disorders, **unipolar depression** in which the individual suffers only depressive symptoms without ever experiencing mania, and **bipolar depression** (or **manic-depression**) in which both depression and mania occur. **Mania** is defined by excessive elation, expansiveness, irritability, talkativeness, inflated self-esteem, and flight of ideas. The existence of two mood disorders, which go in apparently opposite directions, has given rise to the name **affective disorders** to embrace unipolar depression, bipolar depression and mania. Normal depression differs in degree from unipolar depression; both have the same kinds of symptoms, but the unipolar depression has more symptoms, more severely, more frequently, and for a longer time. The line between a “normal” depressive disturbance and a clinically significant depressive disorder is blurry.

Bipolar depressions, on the other hand, are clearly distinguishable from normal and unipolar depressions. They involve swings between episodes of mania and episodes of depression, and as we shall see, they probably have a genetic component. Bipolar depression develops at a younger age, and is often more crippling to the individual. Fortunately, a specific drug, lithium carbonate, seems to help considerably.

For many years, all depression was viewed as part of manic-depression. In the last decade, it has become clear that the large majority of depressions are unipolar and unrelated to manic-depression. Depression usually occurs in people who have never had mania, and mania may occur in people who have never been depressed. For this reason, we shall first discuss unipolar depression and its symptoms.

#### SYMPTOMS OF UNIPOLAR DEPRESSION

Depression is widely regarded as a disorder of mood, but this is an oversimplification. There are actually four sets of symptoms in depression. In addition to mood or emotional symptoms, there are thought or cognitive symptoms, motivational symptoms, and physical or somatic symptoms. An individual does not have to have all these symptoms to be correctly diagnosed as “depressed,” but the more symptoms he or she has and the more intense is each set, the more confident we can be that the individual is suffering from depression.

3	
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#### Emotional symptoms

When a depressed patient is asked how she feels, the most common adjectives she uses are: “sad, blue, miserable, helpless, hopeless, lonely, unhappy, downhearted, worthless, humiliated, ashamed, worried, useless, guilty.”

Sadness is the most salient and widespread emotional symptom in depression. This melancholic mood varies with time of day. Most commonly, depressed people feel worse in the morning, and the mood seems to lighten a bit as the day goes on. Along with feelings of sadness, feelings of anxiety are very often present in depression.

Almost as pervasive as sadness in depression is loss of gratification, the numbing of the joy of living. Activities that used to bring satisfaction feel dull and flat. Loss of interest usually starts in only a few activities, such as work. But as depression increases in severity, it spreads through practically everything the individual does. Finally, even biological functions, such as eating and sex, lose their appeal. Ninety-two percent of depressed patients no longer derive gratification from some major interests in their life, and 64 percent of depressed patients lose their feeling for other people.

4	
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#### Cognitive symptoms

A depressed person thinks of himself in a very negative light. He has low self-esteem and views the future as being hopeless. He believes he has failed and that he is the cause of his own failures. He believes he is inferior, inadequate, and incompetent. He believes that he lacks the qualities necessary to succeed in those areas of his life that are important to him, be they intelligence, attractiveness, wealth, health, or talent. These views of failure and incompetence are often distortions.

Depressed people not only have low self-esteem, but they blame themselves and feel guilty for the troubles that afflict them. When failure occurs depressed individuals tend to take the responsibility on themselves. In addition to negative beliefs and guilt about the self, the depressed individual almost always views the future with great pessimism and hopelessness. A depressed individual believes that his actions, even if he could undertake them, are doomed. The depressed individual is equipped with a host of reasons for future failure, and no reasons at all for why success might occur.

Small obstacles in the path of a depressive seem insuperable barriers.

5	
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### Motivational symptoms

People vary as to how motivated they are. Depressed individuals have great trouble getting started. This passivity or lack of response initiation undermines working and loving. An advertising executive loses his initiative in planning a major sales campaign; a college professor cannot bring herself to prepare her lectures; a student loses the desire to study.

In extreme form, lack of response initiation is "paralysis of the will." Such a patient cannot bring himself to do even those things that are necessary to life. He has to be pushed and prodded out of bed, clothed, and fed. In severe depression, there may be *psychomotor retardation* in which movements slow down and the patient walks and talks excruciatingly slowly. Difficulty in making a decision also seems to be a common symptom of depression. For a depressed individual, making a decision may be overwhelming and frightening. Every decision seems momentous, of make or break significance, and the fear of the wrong decision can be paralyzing.

6	
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### Somatic symptoms

Perhaps the most insidious set of symptoms in depression are the physical changes. As depression worsens, every biological and psychological joy that makes life worth living is eroded.

Loss of appetite and weight are common. Weight loss occurs in moderate and severe depression, although in mild depression weight gain sometimes occurs. Sleep disturbance occurs as well. Depressed indi-

viduals may experience trouble getting to sleep at night, or they may experience early morning awakening, with great difficulty getting back to sleep for the rest of the night. Sleep disturbance and weight loss both lead to weakness and fatigue. A depressed individual also may lose interest in sex.

A depressed individual is often self-absorbed and focused on the present. His body absorbs his attention, and increased worry about aches and pains can occur. In addition to more worrying about health, depressed individuals may, in fact, be more susceptible to physical illness, since depression, as it becomes severe, may erode basic biological drives. For example, when a flu swept through an Army base, those individuals who had been depressed took significantly longer to recover. Who among the present population, is vulnerable to depression? Everyone. No **group** is wholly spared. While depression is found among all segments of mankind, some groups, however, are more susceptible than others.

7	
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There is growing evidence that we now live in an Age of Melancholy. Three lines of evidence point this way: (1) epidemiological studies of large groups of people, randomly sampled, showing that people born earlier in this century have experienced less depression in their lifetimes than people born later; (2) diagnostic studies of relatives of people who have clinically severe depression, with older relatives less susceptible than younger relatives; (3) a study of a pre-modern culture, showing that people living in completely isolated, distant areas have a rate of unipolar depression much lower than ours.

*David L. Rosenham Stanford University, Martin E.P. Seligman University of Pennsylvania "Abnormal Psychology" Second Edition, W.W. Norton and Company, New York, London 1989, ch. 11, pp. 307-317*



## COMPREHENSION CHECK

**Exercise 1. Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F 1. Depression is the most widespread disorder.
- T F 2. Almost everyone has felt depression, at least in its mild forms.
- T F 3. Almost everyone reacts to a loss with some symptoms of depression: we become gay and enthusiastic, active and optimistic.
- T F 4. There are three kinds of depressive disorder: unipolar depression, bipolar depression and manic-depression.
- T F 5. Depression is widely regarded only as a disorder of mood.
- T F 6. Sadness is the most salient and widespread emotional symptom in depression.
- T F 7. Sadness, as a kind of melancholic mood, never varies with the time of day.
- T F 8. As depression increases in severity, it spreads through hobbies, recreation, family, daily activities.
- T F 9. A depressed individual believes he is inferior, inadequate and incompetent.
- T F 10. A depressed person is often self-absorbed and focused on the past.

**Exercise 2. Choose from the list A-H the sentence which best summarizes each part (1-7). There is one extra sentence which you do not need to use.**

- A. A lot of depressed individuals no longer derive gratification from some major interests in life.

- B. A depressed person tends to have negative view of himself.
- C. We now live in an Age of Melancholy.
- D. Depression is one of the most widespread psychological disorders.
- E. The most insidious set of symptoms in depression are the physical changes.
- F. A more recent year of birth confers more and earlier risk for major depressive disorder.
- G. Lack of response initiation is “paralysis of the will.”
- H. “Normal” depression relates to the most serious depressive disorders.

**Exercise 3. Make up questions to the following answers.**

1. \_\_\_\_\_  
we become sad and discouraged, apathetic and passive.
2. \_\_\_\_\_  
when the individual suffers only depressive symptoms without experiencing mania.
3. \_\_\_\_\_  
by excessive elation, irritability, talkativeness, inflated self-esteem.
4. \_\_\_\_\_  
sad, miserable, hopeless, lonely, unhappy, useless.
5. \_\_\_\_\_  
a depressed individual does.
6. \_\_\_\_\_  
because he believes he has failed and he is the cause of his own failure.
7. \_\_\_\_\_  
Loss of appetite and sleep disturbances are.
8. \_\_\_\_\_  
Everybody is.
9. \_\_\_\_\_  
92 per cent of depressed patients.

10. \_\_\_\_\_  
64 per cent of depressed patients do.

## LANGUAGE FOCUS

**Exercise 1. Match the English word combinations in the left-hand column with the Russian equivalents in the right-hand column.**

1	to go into mourning	A	винить себя за свалившиеся беды
2	the mood seems to lighten a bit	B	идти прямо в противоположном направлении
3	some of the zest goes out of living	C	заставить себя сделать что-либо
4	to have trouble getting started	D	иметь низкую самооценку
5	to go in apparently opposite direction	E	погружаться в скорбь, горевать
6	to lose the appeal	F	быть сосредоточенным на себе и настоящем
7	to embrace unipolar depression, bipolar depression and mania	G	пропадает интерес к жизни
8	to be self-absorbed and focused on the present	H	кажется, что настроение улучшается
9	to bring oneself to smth.	I	включать униполярную, биполярную, и маниакальную депрессии
10	to have low self-esteem	J	небольшие препятствия кажутся непреодолимыми
11	to blame oneself for the troubles that afflicted him	K	терять привлекательность
12	small obstacles seem insuperable barriers	L	трудно приступить к чему-либо

**Exercise 2.**

- A. Guess the meaning and give appropriate translation of the following English terminological word combinations.**

Depression

unipolar ~

bipolar ~

manic ~

severe ~

mild ~

agitated ~

nervous ~

Symptoms

emotional ~

cognitive ~

motivational ~

somatic ~

acute ~

age-dependent ~

physical ~

Disorder

behavior ~

convulsive ~

growth ~

hearing ~

perceptual ~

vision ~

sleep ~

- B. Convey the meaning of some terms above in your own words.**

**Exercise 3.**

- A. Fill in the columns with the proper derivatives of the following words whenever possible.**

Verb	Noun	Adjective
...	...	pervasive
...	gratification	...
...	distortion	...
to mourn	...	...
to emerge	...	...
...	symptom	...
...	...	depressive
...	...	individual
...	failure	...
to cause	...	...

- B. Put a suitable word from the box above into each gap.**

- The \_\_\_\_\_ influence of TV is obvious.
- Your approval gives me much \_\_\_\_\_.

3. High temperature, fever, a sore throat are \_\_\_\_\_ of tonsillitis.
4. The emotion \_\_\_\_\_ experiences depends on how he perceives the situation.
5. She is in the habit of finding \_\_\_\_\_ to miss her classes.
6. All his efforts ended in \_\_\_\_\_.
7. His face was \_\_\_\_\_ with pain.
8. From this report he \_\_\_\_\_ as an able administrator.
9. Don't be so loud. Children are already in beds. You should \_\_\_\_\_ your voice.
10. We are all \_\_\_\_\_ the death of our boss.

**Exercise 4.****A. Put the words in the box under the following headings connected with depression.**

- kinds of depression
- people
- other words

unipolar depression, mania, a therapist, disturbance, somatic, patient, severity, inadequate, spare, psychological disorder, bipolar depression, depressed individuals, psychologist, depressive disorder, incompetent, maniac, motivational symptoms, susceptible

**B. Complete these sentences using one of the words from the box above in each space.**

1. The existence of two mood disorders has given rise to the name affective disorder to embrace \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. \_\_\_\_\_ may experience trouble getting to sleep at night.

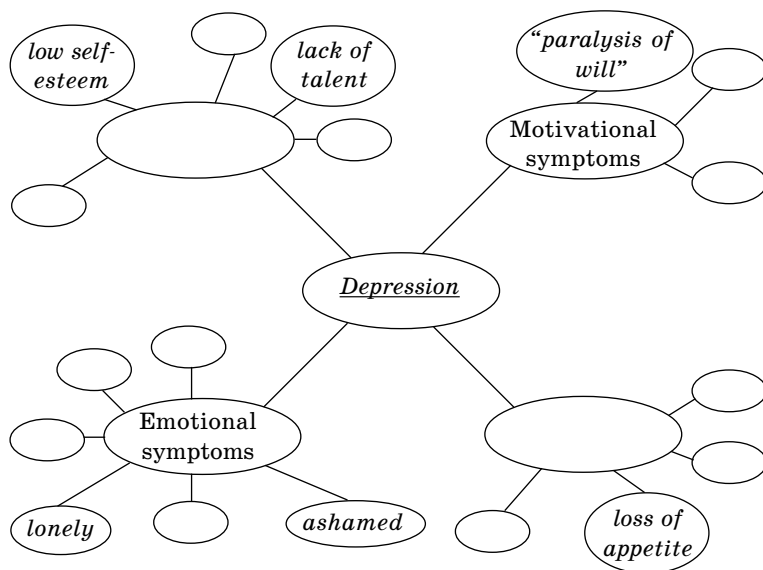
3. Sleep \_\_\_\_\_ and weight loss lead to weakness and fatigue.
4. Depressed individuals may, in fact, be more \_\_\_\_\_ to physical illness.
5. No group of population is wholly \_\_\_\_\_.
6. There are emotional symptoms, cognitive symptoms, \_\_\_\_\_ and \_\_\_\_\_ ones.
7. The \_\_\_\_\_ decided to prepare a schedule of activities to get the \_\_\_\_\_ engaged.

**Exercise 5. Find words in the text that mean:**

- |                                            |          |
|--------------------------------------------|----------|
| - downcast, cheerless                      | (part 1) |
| - moderate, gentle                         | (part 1) |
| - obviously                                | (part 2) |
| - physical                                 | (part 2) |
| - there are, exist                         | (part 3) |
| - to intensify, to become stronger         | (part 3) |
| - low evaluation, low appraisal            | (part 4) |
| - has to be roused                         | (part 5) |
| - destructive, suppressing and frightening | (part 6) |
| - treacherous, perfidious                  | (part 6) |
| - disorderly, accidentally                 | (part 7) |
| - the previous culture                     | (part 7) |

**Exercise 6. Complete the vocabulary network with the words from the box.**

Somatic symptoms, more susceptible to physical illnesses, lack of attractiveness, guilty, lack of interest in sex, sleep disturbance, cognitive symptoms, lack of qualities, inferior, worried, worthless, passivity, lack of response initiation, humiliated



### SPEAKING AND DISCUSSION

**Exercise 1.** Answer the following questions to the text.

1. What are the main depressive symptoms in normals?
2. What does unipolar depression mean?
3. What is bipolar (or manic-) depression?
4. What are the symptoms of unipolar depression?
5. What are emotional symptoms characterized by?
6. Who views the future with great pessimism and hopelessness?
7. Is a depressive sure that any future action will be ineffective?
8. Difficulty in making decision also seems to be a common symptom of depression, doesn't it?
9. What is common for depressed persons?
10. Who is the most vulnerable to depression nowadays?

**Exercise 2. Discuss the following statements with your group-mates making use of the expressions below.**

I agree strongly ...

I agree ...

I have no view ...

It depends ...

I disagree ...

I disagree strongly ...

1. Today the great majority of individuals, suffering from severe depressions can be helped.
2. Almost everyone reacts to loss with some of the symptoms of depression.
3. The line between a “normal” depressive disturbance and a clinically significant depressive disorder is blurry.
4. For many years all depression was viewed as part of manic-depression.
5. Depressed people have low self-esteem, but this low self-evaluation may not be always a distortion; sometimes it may be merely a sober and accurate assessment of reality.
6. Depression of all kinds produces emotional, cognitive and somatic deficits.

**Exercise 3. Retell the text dwelling on the following points:**

- depressed symptoms in normals
- kinds of depression
- four sets of symptoms
- sadness as a most salient symptom
- loss of interest and pleasure
- low self-esteem
- self-blame for troubles



- pessimism about future
- lack of response initiation
- difficulty in making decisions
- loss of appetite and sleep disturbance
- vulnerability to depression

**Exercise 4. Give a description of an occasion when some mournful news or event caused your depression.**

Say:

- where you were at the time
- what you were doing
- what the news or event was
- what people's reactions were
- what you felt at the moment
- what has happened since

**Exercise 5. Scan the text and do the tasks below.**

### FEAR AND ANXIETY

There are four disorders in which fear and anxiety are actually felt by the individual, and these are divided into two classes: the fear disorders and the anxiety disorders. Fear is distinguished from anxiety by the presence of a specific, dangerous object. Phobias and post-traumatic stress disorders constitute the fear disorders; in these disorders, a specific object causes the anxiety. In *phobic disorders*, the individual shows fear of an object (such as cats) which is out of all proportion to the reality of the danger that object presents. In *post-traumatic stress disorders*, the individual experiences anxiety, depression, numbing, and constant re-living of the trauma after experiencing some catastrophe beyond the normal range of human suffering.

Panic disorder and generalized anxiety disorder are the anxiety disorders. In these two disorders, no specific danger or object threatens the individual, yet

he or she still feels very anxious. *In panic disorder*, an individual is suddenly overwhelmed with brief attacks of anxiety, apprehension, and then terror. *Generalized anxiety disorder*, on the other hand, consists of chronic anxiety that can be more or less continually present for months on end.

All four of these disorders share in common an exaggerated version of the normal and adaptive fear that each of us has felt on many occasions. When we experience danger, we undergo the various somatic and emotional changes that make up the fear response. There are four elements to the fear response: ( 1 ) cognitive elements – expectations of impending harm; (2) somatic elements – the body's emergency reaction to danger, as well as changes in our appearance; (3) emotional elements – feelings of dread and terror and panic; and (4) behavioral elements – fleeing and fighting.

The *cognitive elements* of fear are expectations of specific impending harm, usually *in* the immediate future. A large doberman growls menacingly at you. You think, "He's going to bite me." and you feel a surge of fear. On a dark and lonely street, you sense a sudden movement behind you. You think, "It's a mugger," and you freeze. You are unprepared at a recitation, and the teacher calls on you. You break into a cold sweat as you think, "I'm going to be humiliated". Notice that mental representations evoke the bodily reactions of fear.

*Somatic* or bodily reactions also occur when we are afraid. There are two classes of bodily changes: external changes and internal changes. Like the octopus, who changes from green to red when afraid, human appearance changes, often dramatically, when we are afraid. A keen observer will notice the changes in bodily surface: our skin becomes pale, goose-bumps may form, beads of sweat appear on our forehead, the palms of our hands become clammy, our lips tremble and shiver, and our muscles tense. But, most salient of all,

fear can be seen in our face and those changes in the face can, by themselves, increase fear reactions elsewhere in the body. In addition to the changes in appearance, there are internal changes within the body. In a matter of seconds after we perceive danger, our body's resources are mobilized in the emergency reaction; these internal changes are the physiological elements of fear.

The other two elements to the fear response (emotional and behavioral) are connected with feelings of dread, terror or panic and changes in the behavior. The person undergoes various emotional and behavioral changes. At such moments he feels queasiness and creeping sensations. He can have butterflies in the stomach, which becomes tight and tense. Behavioral reactions also occur when we experience fear. They are characterized by our trying to escape, to avoid the situation. Some people tend to freezing, others fall into aggression.

The degree of fear varies in different people and in different situations. Some people actually like to step inside a cage with a chair and a whip to teach lions tricks. Lion tamers probably experience some fear, whereas most of us would be terrified. Hence, we do not go into cages. Instead, we go to the circus or the zoo. This is considered normal behavior.

There is a range of dangerous situations, as well as a range of fear responses. We accept our fear response when it is in proportion to the degree of danger in the situation. But when the fear response is out of proportion to the amount of danger, we label it abnormal, in short, a phobia.

Anxiety has the same four components as fear but with one crucial difference: the cognitive component of fear is the expectation of a clear and specific danger, whereas the cognitive component of anxiety is the expectation of a much more diffuse danger. "Something terrible might happen!" is the essential thought in a panic disorder or generalized anxiety disorder, whereas in phobic and post-traumatic stress disorders

the typical expectation might be, “A dog might bite me” or “There are clouds in the sky; it might flood again.” The somatic component of anxiety is the same as that of fear: the elements of the emergency reaction. The emotional elements of anxiety are also the same as those of fear: dread, terror, apprehension, a lump in the pit of the stomach. Finally, the behavioral components of anxiety are also the same as those of fear: flight or fight is elicited. But the object that the afflicted individual should escape or avoid, or against which he should aggress, is shapeless. Thus, fear is based, in reality, on an exaggeration of a real danger, whereas anxiety is based on the irrational, on a formless danger.

There are two fear disorders: phobia and post-traumatic stress disorder and two anxiety disorders: panic disorder and generalized anxiety disorder. We will discuss the first fear disorder.

Phobia is an unusually well-defined phenomenon, and there is little trouble diagnosing it correctly; it is a disorder about which much is known concerning its cause and cure. Let's emphasize again that a *phobia* is a persistent fear reaction that is strongly out of proportion to the reality of the danger. While fear is normal and a phobia is abnormal, they are both on the same continuum; they differ in degree, not in kind.

There is no question that phobias cause one to suffer. They are maladaptive, since the individual's activities are greatly restricted; they are irrational, since the sense of danger is out of proportion to the reality of the danger. **Phobics** make others uncomfortable, and their behavior is considered socially unacceptable. Phobias are out of the individual's control, and phobics want to be rid of their fear. Thus, phobias are clearly abnormal.

The most recent estimate of the prevalence of phobias puts the rate at between 7 and 20 percent of the population with some phobic symptoms and about 1 percent of the population with severe phobias.

*Prevalence* is defined as the percentage of population having a disorder in any given time and is contrasted with *incidence* which is the rate of new cases of a disorder in a given time period.

Where there are reports of such unusual phobias as fear of flowers (antho-phobia), the number 13 (triskaedekophobia) and snow (blanchophobia), these are very rare. The most common phobias in our society are fear of places of assembly and open spaces (agoraphobia), social phobias, and three classes of specific phobias: (1) fear of particular animals, usually cats, dogs, birds (most commonly pigeons), rats, snakes, and insects; (2) inanimate object phobias, including dirt, heights, closed spaces, darkness, and travel; and (3) fear of illness, injury or death.

Let's take animal phobia as an example. Animal phobias uniformly begin in early childhood, almost never beginning after puberty. While common in childhood, most animal phobias are outgrown by adulthood.

Animal phobias are highly focused: Anna may be terrified of cats, but she is rather fond of dogs and birds. Agoraphobic problems, in contrast, are diffuse, ranging over a great variety of situations. Untreated animal phobias can persist for decades with no period of remission, while untreated agoraphobia fluctuates from remissions to relapses.

Only about 5 percent of all crippling phobias and perhaps 15 percent of milder phobias are of specific animals. The vast majority (95 percent) of animal phobias are reported by women: unlike agoraphobics, they are rather healthy individuals and the phobia is apt to be their only psychological problem.

Animal phobics sometimes can describe a specific childhood incident that they believe set the phobia off. Anna seemed to recall that her father had drowned a kitten. Dog phobias may begin with a dog bite; a bird phobia may begin if a bird lands on a child's shoulder.

Overall, about 60 percent of phobic patients can describe a clear precipitating trauma. But for the remaining 40 percent no clear incident, only vague clues extracted from the mists of childhood memory can be isolated. One child seemed to have developed a phobia by reading about a warrior dog in a fairy tale, and then hearing that a boy down the street had been bitten by a dog. Another child, already somewhat apprehensive about birds, was teased mercilessly with feathers by her playmates. In each case, there are a number of events, often several accumulating over time, that might contribute to the phobia. But uncovering the essential events, if such exist, can be enormously difficult. Usually animal phobias are outgrown, but for unknown reasons, a few remain robust and persist into adulthood.

*Op.cit. ch. 8, pp. 189–202*

**Task 1.**      **Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F    1.    Fear is distinguished by the absence of a specific, dangerous object.
- T F    2.    Panic disorder and generalized disorder are anxiety disorders. In these two disorders, no specific danger or object threatens the individual.
- T F    3.    All individuals need to display the same elements of fear when they are afraid.
- T F    4.    Internal bodily changes are the physical elements of fear.
- T F    5.    When the fear response is out of proportion to the amount of danger, we label it abnormal.
- T F    6.    The somatic component of anxiety is the same as that of fear: the elements of the emergency reaction.

- T F 7. Fear is based on a formless danger, whereas anxiety is based on an exaggeration of a real danger.
- T F 8. Phobia is a persistent fear reaction that is in proportion to the reality of the danger.
- T F 9. The most recent estimate of the prevalence of phobias puts the rate at between 7 and 20 percent of the population with some phobic symptoms and about 1 percent of the population with severe phobias.
- T F 10. There are three classes of specific phobias: animal phobia, phobias of inanimate objects and illness and injury phobias.

**Task 2. Ask your group-mate a few questions on the topic.**

**Task 3. Give a summary of the text using your active vocabulary.**

**Task 4. Match each definition with an appropriate word.**

- |                       |                                                                                                                                                    |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Emotional disorder | a ____ Fear, characterized by the expectation of an unspecified danger, dread, terror, or apprehension.                                            |
| 2. Mania              | b ____ A sign of disorder.                                                                                                                         |
| 3. Anxiety            | c ____ A set of symptoms.                                                                                                                          |
| 4. Symptom            | d ____ A cluster of disorders found often among children, in which symptoms of fear, anxiety, inhibition, shyness and over-attachment predominate. |

- 
5. Syndrome e\_\_\_ It is a strong emotion, sometimes a violent emotion, that seems to call for some kind of action – usually an overt attempt to escape from or avoid the threatening situation.
6. Panic disorder f\_\_\_ An affective disorder characterized by excessive elation, expansiveness irritability, talkativeness, inflated self-esteem, and flight of ideas.
7. Post-traumatic stress disorder g\_\_\_ Formerly, a category for disorders in which the individual experienced (a) emotionally distressing symptoms, (b) an unwelcome psychological state, (c) reasonably good reality testing, and (d) behavior that was reasonably within social norms.
8. Phobia h\_\_\_ A fear anxiety disorder, resulting from experience with a catastrophic event beyond the normal range of human suffering, and characterized by (a) numbness to the world, (b) reliving of the trauma in dreams and memories, and symptoms of anxiety.
9. Neurosis i\_\_\_ A fear anxiety disorder characterized by (a) persistent fear of a specific situation, (b) the desire to avoid and escape the situation, (c)



## 10. Fear

recognition that the fear is unreasonably excessive, and (d) the fact that it is not due to any other disorder.

j\_\_\_ An anxiety disorder characterized by severe attacks of panic in which the person is (a) overwhelmed with intense apprehension, dread, or terror, (b) experiences an acute emergency reaction, (c) thinks he might go crazy or die, and (d) engages in fight or flight behavior.

**Exercise 6. Prepare dialogues around the following topics, so that one student will support the statement given and the other will put forward arguments to reject it. Use the following expressions to present your ideas.**

As for me...  
I agree with you...  
On the second thought I think...  
You could be right, but...  
In a nutshell...  
That's true, but what about ...  
On the contrary...  
I don't agree that...

1. Almost everyone has felt depression, at least in its mild forms.
2. Depressed people clearly have more negative beliefs about themselves and their future than non-depressed people. They have low self-esteem, but this low self-evaluation may not always be a distortion.

3. Anxiety and fear are basically the same emotion.
4. Phobia is an unusually well-defined phenomenon, and there is little trouble diagnosing it correctly.
5. Fear of number 13 is not an unusual phobia, but a kind of superstition.

**Exercise 7. Read the text and fulfill the test.**

**MEASURING DEPRESSIVE SYMPTOMS**

Aaron T. Beck of the University of Pennsylvania has developed the most widely used inventory of depressive symptoms. Each of the questions describes one of the symptoms of depression, and each question provides a severity score of 0 through 3 for that symptom. The person circles the answer that best describes how he or she feels right now. The symptoms divide into mood, thought, motivational and physical sets. The statements below show responses to eight of the twenty-one in the short form of the Beck Depression inventory.

This test is designed, not as a way of diagnosing depression, but as a way of knowing how many symptoms are present and how severe they are once depression is clinically diagnosed. A high score alone is not diagnostic of clinical depression or mental illness. Generally speaking, research has shown that the average score (for the totals of the numbers from the eight questions) in a North American college population is about 3 or 4, and students who score below this can be considered non-depressed. Mildly depressed students typically have scores from about 5 to 9, and scores of 10 and higher suggest moderate to severe depression. If an individual scores 10 or more for a period of one or two weeks, it would probably be in his best interest to seek help. If he has serious or persistent thoughts of suicide, regardless of his total score, it is imperative that he seek aid.

**Beck Depression Inventory****Mood A (Sadness)**

- 0 I do not feel sad
- 1 I feel blue or sad
- 2a I am blue or sad all the time and I can't snap out of it
- 2b I am so sad or unhappy that it is quite painful
- 3 I am so sad or unhappy that I can't stand it

**Mood B (Interest in others)**

- 0 I have not lost interest in other people
- 1 I am less interested in other people now than I used to be
- 2 I have lost most of my interest in other people and have little feeling for them
- 3 I have lost all my interest in other people and don't care about them at all

**Thought C (Pessimism)**

- 0 I am not particularly pessimistic or discouraged about the future
- 1 I feel discouraged about the future
- 2a I feel I have nothing to look forward to
- 2b I feel that I won't ever get over my troubles
- 3 I feel that the future is hopeless and that things cannot improve

**Motivation E (Work initiation)**

- 0 I can work about as well as before
- 1a It takes extra effort to get started at doing smth.
- 1b I don't work as well as I used to
- 2 I have to push myself very hard to do anything
- 3 I can't do any work at all

**Motivation F (Suicide)**

- 0 I don't have any thoughts of harming myself
- 1 I have thoughts of harming myself but I would not carry them out
- 2a I feel I would be better off dead
- 2b I feel my family would be better off if I were dead
- 3a I have definite plans about committing suicide
- 3b I would kill myself if I could

**Physical G (Appetite)**

- 0 My appetite is no worse than usual
- 1 My appetite is not as good as it used to be
- 2 My appetite is much worse now
- 3 I have no appetite at all any more

**Thought D (Failure)**

0 I do not feel like a failure

1 I feel I have failed more than the average person

2 I feel I have accomplished very little that is worthwhile or that means anything

3 I feel I am a complete failure as a person (parent, husband, wife)

**Physical H (Sleep loss)**

0 I can sleep as well as usual

1 I wake up more tired in the morning than I used to

2 I wake up 1-2 hours earlier than usual and find it hard to get back to sleep

3 I wake up early every day and can't get more than 5 hours of sleep

**Exercise 8.**

- A. Enlarge your professional vocabulary. Read and translate all the word combinations (if you don't know any of the words, consult the dictionary).**

Impending harm, exaggerated danger, gooseflesh, to accelerated respiration, dilated peripheral vessels, increased heart rate, tight stomach, decrease of salivation, creeping sensations, feelings of dread, dilated pupils, aversion.

- B. Remember a situation when you were frightened. Describe your state using the expressions above.**

**Exercise 9. Study the table for exactly two minutes, then close your book and see how many words and word combinations you can write down from memory. Discuss the results with your group-mate.**

*Memory test*

Elements of Fear

Cognitive

Thoughts of impending harm

Exaggerating the actual amount of danger

Somatic

Paleness of skin

Goose-flesh

Tension of muscles

Face of fear

Heart rate increases

Spleen contracts

Liver releases carbohydrates

Bronchia widen

Pupils dilate

Sweat glands secrete

Lymphocytes increase in blood

Adrenaline is secreted from

adrenal medulla

Respiration accelerates

Respiration deepens

Peripheral vessels dilate

Stomach acid is inhibited

Loss of bladder control

Salivation decreases

Emotional-Subjective

Feelings of dread, terror, panic

Queasiness

Tight stomach

Creeping sensations

Behavioral

Appetitive responding decreases

Aversive responding increases

Escape

Avoidance

Freezing

Aggression

## WRITING

**Exercise 1. Develop the following topics in written form. Make use of the active vocabulary given in brackets.**

1. Distinguishing fear from anxiety (the presence of a specific object, to cause the anxiety, in/out proportion to the reality of danger, depression, numbing, reliving of the trauma, to threaten, panic disorder, apprehension, chronic anxiety, an exaggerated version).
2. The fear response (to undergo changes, cognitive elements, somatic elements, emergency reaction, dread, fleeing).
3. Kinds of phobias (neurosis, fear of, places of assembly, open spaces, inanimate object phobia, heights, closed spaces, injury, death).
4. Animal phobias (puberty, to outgrow, adulthood, crippling phobia, to be apt to, a precipitating trauma, clear incident, robust).

**Exercise 2. Render the following text into English.**

В настоящее время резко возросло количество катастроф и «горячих точек» в различных регионах планеты. Мир буквально захлестывает эпидемия тяжких преступлений, наносящих урон личности. Эти ситуации характеризуются сверхэкстремальным воздействием на психику человека, вызывая у него травматический стресс, психологические последствия которого в крайнем своем проявлении выражаются в посттравматическом стрессовом расстройстве (ПТСР), возникающем как затяжная или отсроченная реакция на ситуации, сопряженные с серьезной угрозой жизни или здоровью.

ПТСР – это одно из возможных психологических последствий переживания травматического стресса; данные многочисленных исследований говорят о том, что ПТСР возникает приблизительно у 1/5 части лиц, переживших ситуации травматического стресса (при отсутствии физической травмы, ранения). Именно эта часть и является объектом изучения специалистов в области травматического стресса. Больные ПТСР могут попасть в поле зрения врачей различного профиля, поскольку его проявления, обычно, сопровождаются как другими психическими расстройствами (депрессия, алкоголизм, наркомания и др.), так и психосоматическими нарушениями. Общие закономерности возникновения и развития ПТСР не зависят от того, какие конкретные травматические события послужили причиной психологических и психосоматических нарушений, хотя в психологической картине ПТСР специфика травматического стрессора (военные действия или насилие и т.д.) несомненно находит отражение. Однако главным является то, что эти события носили экстремальный характер, выходили за пределы обычных человеческих переживаний и вызывали интенсивный страх за свою жизнь, ужас и ощущение беспомощности.

*Тарабанина Н.В. Практикум по психологии посттравматического стресса. СПб.: Питер, 2001, с. 12–13*

## GRAMMAR REVISION

## Conditional sentences

Conditional sentences are used to talk about situations (either real or unreal) and the probable results or consequences of these situations.

They are introduced by the conjunctions: **if, in case, provided, unless, suppose, if only, but for** and auxiliary **should**.

Condition	Type	Subordinate clause	Principal clause	Translation
R	I	If you <u>heat</u> ice	it <u>will turn</u> to water	Если ты нагреешь лед, он превратится в воду.
E		If it <u>freezes</u> tonight	the roads <u>will be</u> <u>slippery</u> tomorrow.	Если сегодня подморозит, завтра дороги будут скользкими.
A		If he <u>is</u> <u>working</u> on Saturday	he <u>won't be</u> <u>able to join</u> the company.	Если он работает в субботу, он не сможет присоединиться к нам.
L		Present Simple/ Continuous	Will/ Infinitive	



Continued

Condition	Type	Subordinate clause	Principal clause	Translation
U N R  E  A  L	II	If you <u>painted</u> the walls white	the room <u>would be</u> much brighter.	Если бы ты выкрасила стены в белый цвет, комната была бы намного светлее.
		If I <u>were</u> in a hurry	I <u>would take</u> a taxi.	Если бы я спешил, то взял бы такси.
		If we <u>had</u> more rain	our crops <u>would grow</u> faster.	Если бы было больше дождей, наш урожай созрел бы быстрее.
		If it <u>were not raining</u>	I <u>could go</u> out.	Если бы не шел дождь, я бы вышел погулять.
		If English people <u>spoke</u> more slowly	I <u>might understand</u> them.	Если бы англичане говорили медленнее, я мог бы их понимать.
		Past Simple/Continuous	Would Could Might } + Inf.	

## Continued

Condition	Type	Subordinate clause	Principal clause	Translation
U  N  R	<b>Past III</b>	<p>If I <u>had had</u> a map with me</p> <p>If he <u>had seen</u> the sign</p> <p>If I <u>had studied</u> hard at school</p> <p>If the exit doors <u>hadn't been blocked</u></p> <p>Past Perfect</p>	<p>I <u>wouldn't have got</u> lost.</p> <p>he <u>would have stopped</u>.</p> <p>I <u>might have got</u> a good job.</p> <p>people <u>could have escaped</u>.</p> <p>Would Could } + have+ Might } Part.II</p>	<p>Если бы у меня была с собой карта, я бы не потерялся.</p> <p>Если бы он увидел сигнал, он бы остановился.</p> <p>Если бы я учился в школе прилежно, я мог бы получить хорошую работу.</p> <p>Если бы входные двери не были закрыты, то люди могли бы избежать опасности.</p>
E  A  L	<b>Past/ Present/ Future IV mixed</b>	<p>If he <u>hadn't left for</u> New-York last week</p> <p>If the fire <u>had been noticed</u> earlier</p> <p>If you <u>had taken</u> the medicine</p> <p>Past Perfect</p>	<p>he <u>would take</u> an active part in our discussion today.</p> <p>the consequences <u>wouldn't be</u> so disastrous now.</p> <p>you <u>might feel</u> better now.</p> <p>Would Could } + Inf. Might }</p>	<p>Если бы он не уехал в Нью-Йорк на прошлой неделе, он бы принял самое активное участие в нашей сегодняшней дискуссии.</p> <p>Если бы огонь был замечен раньше, то последствия не были бы столь губительными сейчас.</p> <p>Если бы ты принял лекарство, то чувствовал бы себя лучше.</p>

**Exercise 1. Match the two halves of these sentences.**

<p><b>If +</b></p> <p>people do not attend to the communication</p> <p>a better love life is not your thing</p> <p>a gene does not mutate</p> <p>the student cares to make a methodological check on other sources</p> <p>for example, the skin is broken</p>	<p>all the body is busy in making itself whole again.</p> <p>he will find that this is everywhere the common criterion regarding evidence of unity.</p> <p>the message will probably have little or no effect on your opinion.</p> <p>it will not change anyone's attitude.</p> <p>it won't be an easy task to demonstrate its existence and unity.</p>
<p>The message will have little persuasive effect</p> <p>Bodily fitness will be necessary</p> <p>Children will continue backward</p> <p>They will keep up their courage only</p> <p>We shall find that every part of the body is involved in an emotional expression</p>	<p><b>+ if</b></p> <p>the achievement of their purpose is more important to them than the obstacles which stand in the way.</p> <p>we examine the matter more closely.</p> <p>the audience does not attend to, comprehend, accept and remember the arguments</p> <p>we want to overcome difficulties.</p> <p>they desire only to get rid of difficulties.</p>

**Exercise 2. Choose the right conjunction out of those given in brackets and insert them into one of the sentences given below.**

**provided, in case, unless, should, suppose, but for..., if only**

1. \_\_\_\_\_ you deliberately plan to be less than you are capable of being, you'll be deeply unhappy for the rest of your life.
2. \_\_\_\_\_ of conflict between groups that challenge each other's collective narcissism, this very challenge arouses intense hostility in each of them.
3. The mental world of newborn infants is not a blooming, buzzing confusion and, \_\_\_\_\_ they have a physical defect, they are neither blind nor deaf.
4. Conflict itself is a sign of relative health \_\_\_\_\_ you have ever met really apathetic, hopeless people who have given up hoping, striving and coping.
5. \_\_\_\_\_ this is an unconscious effect, what are we apt to respond with?
6. \_\_\_\_\_ his sudden departure, she wouldn't experience such severe panic.
7. \_\_\_\_\_ that a child is told that John is taller than Paul, and that Paul is taller than James, the child will correctly conclude that John is taller than James.

**Exercise 3. Practice the following according to the model.**

**Model:** *She argues with her chief and he doesn't understand her, so she gets mad.  
If I argued with the chief and he didn't understand me, I would get mad too.*

1. A person is driven into the corner and no possibility is left, so his behavior becomes aggressive.
2. He lacks some very significant personal characteristics, so he doesn't take on the role of a leader.
3. He feels embarrassed in unfamiliar situations, so he avoids social occasions.
4. She has some difficulty in giving shape to her ideas, so she never speaks in public.

5. A person is actively engaged in the process of learning, so he makes fast progress.
6. He lives in an unloving and conflicting atmosphere, so he feels lonely and depressed.
7. Children watch violent cartoons, so they become more aggressive in their interactions with peers.

**Exercise 4. Replace the infinitives in brackets by the right form of the verb.**

**Model:** *If I were you, I (not to eat) heavily before going to bed.*

*If I were you, I would not eat heavily before going to bed*

*If I had known that he had given up smoking, I (not to present) him with a new pipe.*

*If I had known that he had given up smoking, I wouldn't have presented him with a new pipe.*

1. If we had more experience behind us, we (recognize) from all the partial expressions of the individual the degree of his ability to cooperate.
2. If these distractors were to intrude into the subject's attention, his or her response to the target (to be slower).
3. If I had known that she was so quarrelsome, I never (to invite) her.
4. The accident (not to happen) if you had been more attentive.
5. An emotion (to be considered) to be related to depression if it had a score of 19 and more.
6. If I had to decide such matters, I (to leave) the point unconsidered.
7. If he had been there, we (to demonstrate) our experiment on him.
8. You (to do) as you please, even if I gave you advice.

9. If they (to ban) the sale of alcohol at football matches there might be less violence.
10. You (not to get) into trouble if you had obeyed my instructions.

**Exercise 5. Put the verbs in brackets into the correct tenses. Don't forget that there exist mixed types of conditionals.**

**Model:** *I can hardly keep my eyes open. If I (go) to bed earlier last night, I (not be) so tired now. If I **had gone** to bed earlier last night, I **wouldn't be** so tired now.*

1. Such bizarre, emotionally arousing events (be) very memorable if we (have) witnessed them in a waking state.
2. If he (suffer) in a car crash last month, he (have) amnesia, or partial loss of memory now.
3. If you (be) unfortunate enough to have suffered child abuse, you may (be able) to break the vicious circle.
4. You (be) well today if you (take) your medicine yesterday.
5. If you (take) my advice, you (be) in a different position now.
6. If I (realize) that you were really serious in what you said, I (not be) at such a loss now.

**Exercise 6. Compose sentences according to the model.**

**Use *but for* + noun/pronoun.**

**Model:** *I want to tell you this, I promised not to tell anybody.  
**But for my promise** not to tell anybody, I would tell you this.  
He didn't die. The operation saved him.  
**But for the operation**, he would have died.*

1. I had a splitting headache. I had to leave the lecture so soon.
2. The child stopped crying. It was for that funny toy of yours.
3. His departure is all of a sudden. She experiences such severe panic.
4. She wants to speak up in public. She is too shy.
5. He is in a bad mood. The world around him seems more dangerous.
6. I have a stomachache. I like to try new and foreign food.
7. The subjects reacted in a proper way. I had to warn them about the conditions of the experiment.
8. He had a sudden heart attack. He took part in the annual conference.

**Exercise 7. Reword the sentences placing *were* at the beginning of the sentence and omitting *if*. Follow the model.**

**Model:** *If I were 17 years old again, I would enter the Institute of Psychology.*  
*Were I 17 years old again, I would enter the Institute of Psychology.*

1. If their supervisor were more strict, their behavior would be predictable.
2. If you weren't so angry, you wouldn't hurt him.
3. If he were here, he would take part in this seminar.
4. If it were her fault, she would do her best to help them.
5. If it were a misunderstanding, they would clear it up immediately.
6. If you were less careless, you wouldn't get into trouble.
7. If he were 20 years older, she would marry him on no condition.

8. If she were a good girl, she would never seek the company of such unpleasant people.

**Exercise 8.** Reword the sentences placing *had/hadn't* at the beginning of the subordinate clause and omitting *if*. Follow the model.

**Model:** *If I had time, I would come over.*  
*Had I time, I would come over. I would come over, had I time.*  
*If I had known about it, I'd never have done it.*  
*Had I known about it, I'd never have done it. I'd never had done it, had I known about it.*

1. If I had been informed that she was ill, I should have visited her.
2. If I had your intuition, what a psychologist I'd be.
3. If he had more willpower, he would be able to cope with the situation himself.
4. If Bob hadn't interfered in his sister's marital problems, there would have been peace between them.
5. If we had known his character better, it would be easier for us to deal with him now.
6. If it hadn't been for the fact that her father had influence upon her, she would never have chosen psychology as her future profession.
7. If he had told me the truth in the first place, I might have avoided a lot of unpleasantness.
8. If you had taken my advice, you wouldn't have got into such difficulties.
9. If they had any experimental animals at their disposal at the moment, they could start the research without any delay.
10. If I had a large sum of money, I would buy new equipment for our experimental laboratory.



**Exercise 9. Translate into English.**

1. Если бы вы приняли лекарство, вы были бы сейчас здоровым.
2. Если бы не вы, я бы никогда не выполнил эту работу вовремя.
3. Если бы я был там, я бы помог ему.
4. Если бы я был на вашем месте, я стал бы изучать психологию более подробно.
5. Будь я там, я бы помог ему.
6. Не будь вы трусом, вы бы не бросили ее одну.
7. Если бы вы были внимательны на лекции, вы бы больше знали сейчас.
8. Если бы не его дурное настроение, мы бы получили удовольствие от общения с ним.
9. Мы закончим работу вовремя, при условии, что вы пришлете все необходимые материалы.
10. Если бы люди более осторожно водили машины, было бы меньше несчастных случаев.
11. Если ты не станешь водить машину аккуратно, то ты попадешь в аварию.
12. Предположим, что психологические детерминанты оказывали свое влияние на поведение именно таким образом, как бы вы объяснили это?

## Unit VIII

### MOTIVATION

#### APPROACHING THE TOPIC

**Discuss the following questions.**

1. What is motivation to your mind?
2. Do you understand the role and importance of motivation for effective learning?
3. What motivates you to study in the University?
4. Have you set realistic goals for yourself?
5. How important do you think motivation is for success in language learning and life in general?

#### VOCABULARY

1. achieve, *v* – 1. достигать, добиваться; 2. успешно выполнять  
achievement, *n* – достижение, успех, победа  
achievable, *adj* – достижимый
2. adversity, *n* – напасть, несчастье, превратности судьбы
3. apt, *adj* – 1. подходящий, уместный, соответствующий;  
2. склонный, поверженный; 3. способный, понятливый  
to be apt to do smth. быть склонным что-то сделать  
aptitude, *n* – 1. склонность; 2. способность
4. challenge, *v* – 1. вызывать, бросать вызов; 2. сомневаться,  
отрицать, оспаривать; 3. требовать (уважения, внимания)  
challenge, *n* – 1. вызов, сомнение; 2. сложная задача, проблема; 3. возражение  
challenging, *adj* – вызывающий, трудный  
challengeable, *adj* – сомнительный
5. commit, *v* – 1. совершать (чаще дурное); 2. поручать, вверять  
commitment, *n* – 1. обязательство; 2. вручение, передача
6. competent, *adj* – 1. компетентный, знающий; 2. надлежащий, достаточный, отвечающий требованиям  
to be competent быть компетентным  
competence, *n* – 1. умение, способность, компетенция
7. confront, *v* – 1. стоять против; 2. сталкиваться, встретиться лицом к лицу

8. cope (with), *v* – справиться, совладать
9. demean, *v* – унижать, ронять достоинство  
demeaning, *adj* – роняющий достоинство
10. dominate, *v* – 1. господствовать; 2. доминировать, преобладать; 3. сдерживать (эмоции)
11. endeavour, *v* – 1. прилагать усилия, стараться; 2. стремиться, добиваться  
endeavour, *n* – попытка, старание, усилие
12. engage, *v* – 1. нанимать на работу; 2. заниматься; 3. привлекать (внимание)  
to be engaged in заниматься (чем-либо)  
engagement, *n* – дело, занятие, обязательство
13. engender, *v* – порождать, вызывать, возбуждать
14. enhance, *v* – 1. увеличивать, усиливать, усугублять; 2. повышать  
enhancement, *n* – повышение
15. excel (in, at), *v* – 1. превосходить; 2. выделяться, отличаться
16. exert, *v* – 1. прилагать (усилия), напрягать (силы); 2. проявлять
17. facilitate, *v* – облегчать, помогать
18. focus (on), *v* – сосредотачивать (внимание и т.п.)  
focus, *n* – 1. фокус; 2. средоточие, центр
19. frustrate, *v* – 1. расстраивать, срывать, нарушать; 2. делать тщетно, сводить на нет
20. goal, *n* – цель, задача
21. harm, *v* – вредить, причинять вред, наносить ущерб  
harm, *n* – вред, ущерб
22. improve, *v* – 1. улучшать(ся), совершенствоваться(ся); 2. с толком использовать
23. inclined, *adj* – 1. наклонный; 2. склонный, предрасположенный  
inclination (for), *n* – 1. наклонение, наклон; 2. влечение, склонность
24. lower, *v* – 1. спускать, опускать; 2. снижать(ся), опускаться
25. manage, *v* – 1. ~ smb., smth. руководить, управлять; 2. справиться, суметь ~ to do smth  
manageable, *adj* – поддающийся управлению, легко управляемый, выполнимый
26. match, *v* – 1. подходить под пару, соответствовать; 2. противостоять
27. motivation, *n* – мотивация

- intrinsic ~ внутренняя мотивация, achievement ~ мотивация достижения, extrinsic ~ внешняя мотивация
28. nurture, *v* – 1. воспитывать, обучать; 2. выращивать; 3. питать
29. obstacle, *n* – препятствие, помеха
30. persist (in), *v* – 1. упорствовать, настойчиво продолжать; 2. оставаться, существовать, сохранять  
persistence, *n* – упорство, настойчивость  
persistent, *adj* – упорный, настойчивый
31. procrastination, *n* – промедление, оттягивание
32. pursuit, *n* – 1. преследование; 2. поиски, стремление; 3. занятие
33. rekindle, *v* – вновь зажечь, разжечь
34. self-efficacy, *n* – самоэффективность
35. shrink, *v* – (shrank, shrunk) 1. сжиматься, съеживаться; 2. уменьшать, сокращать, сжимать(ся); 3. удаляться, исчезать  
to shrink away from smth. or doing smth. – уклоняться от чего-л.
36. spur (on), *v* – побуждать, подстрекать  
spur, *n* – стимул, побуждение
37. urge, *v* – 1. побуждать, заставлять; 2. убеждать, настаивать  
urge, *n* – побуждение, побудительный мотив
38. withhold, *v* – (withheld) 1. отказывать (в чем-л.), воздерживаться; 2. сдерживать, останавливать; 3. утаивать, умалчивать

## DEVELOPING VOCABULARY

**Exercise 1.** Translate the following word combinations into Russian paying attention to your active vocabulary.

To *achieve* success, academic *achievement*, *improbable achievement*; the season of *adversity*, frowns of *adversity*, in the face of *adversity*; to be *apt* to do smth, I *am apt* to hurry, an *apt* quotation; to *commit* a suicide (a sin, an error, a blunder), to *commit* a task to smb, to meet *commitments*; to *challenge* the accuracy of a statement, to bring smth. into *challenge*, *challenging*

goals; to be *confronted* by prejudices; to *cope* with danger; to *demean* oneself; to *dominate* our lives (emotions, mind), *domineering* character; to *engage* the sympathy, *to engage in* teaching, to meet one's *engagements*; *to endeavour* at perfection, moral *endeavour*; *to enhance* a sense of pride and satisfaction; to *excel* as an orator, an *excellent* idea (song, dinner, man, liar), distinctive *excellence*; to *exert* intelligence (all one's strength, every effort, influence), he didn't *exert* himself much; *to facilitate* growth, the *facility* of the task, *facilities* for research; *to frustrate* smb's efforts (plans, a design), *the frustration* of hopes (desires, plans); long-term *goals*; to do *harm* to smb., (to one's health), *harmful* consequences (news, animals), *harmless* drug (snake, amusement), he will not *harm* for it; *to be inclined* to leanness (to some opinion, music), an *inclination* for smth., against one's *inclinations*; *lower* animals (classes, orders), to *lower* one's effort and achievement (voice, tone); to *manage* to do smth., to *manage* children, a *manageable* child; to *match* the conditions and our ability; to raise extrinsic *motivation*; to overcome an *obstacle*, *obstacle-crossing* ability; to *persist* in one's statement, he *persisted* in working at his experiment, childish traits which *persist* in adults, the *persistence* of an impression (vision); *to shrink* into oneself, *to shrink* away from danger; to *spur* smb. on to some action, under the *spur* of curiosity, on the *spur* of the moment; *we urged* him to take steps, *urge* to write; to *withhold* one's consent (one's help, comment).

**Exercise 2. Translate the following word combinations into English paying attention to your active vocabulary.**

*Побуждать* кого-либо делать что-либо; *причинять вред*; *достигать* цели, легко достижимые цели; *сосредотачивать* внимание на важных проблемах; *справляться* с трудностями; внутренняя

*мотивация; преодолевать* препятствия; его внешность *соответствует* его характеру; *совершенствовать* умственные способности; он вполне *сведущ* (компетентен) в вопросах психологии; *проявлять* ум; *поиски* богатства (счастья, удовольствия); *зажечь* новые надежды; *приложить* силы; *заниматься* научно-исследовательской работой; *сомневаться* в чьих-либо знаниях; *уклоняться* от встречи с кем-либо; *утаивать* сведения, истину.

**Exercise 3. Translate the following sentences into English using the indicated words from the vocabulary list.**

- |              |                                                                                                           |
|--------------|-----------------------------------------------------------------------------------------------------------|
| achieve      | 1. Когда студенты полностью осознают цели научения, они направляют свои усилия на их <i>достижение</i> .  |
| to commit    | 2. Родители <i>поручили</i> ребенка заботам няни.                                                         |
| competence   | 3. Он обладает <i>способностью</i> управлять предприятием.                                                |
| to endeavour | 4. Они <i>стараятся</i> видеть вещи как они есть.                                                         |
| to engender  | 5. Случайные неудачи неизбежны в любом опыте научения и, конечно, <i>вызывают</i> недовольство.           |
| to excel     | 6. Он <i>превзошел</i> своих друзей в стрельбе.                                                           |
| aptitude     | 7. У него удивительная <i>способность</i> к иностранным языкам.                                           |
| persistence  | 8. <i>Упорство</i> и смелость – превосходные качества.                                                    |
| to spur      | 9. Внутренняя мотивация <i>побуждает</i> индивида к действию с целью улучшения его состояния уверенности. |
| to urge      | 10. Он <i>призывал</i> команду работать интенсивнее.                                                      |

## READING

## KEYS TO MOTIVATION

Motivation comprises internal processes which spur us on to satisfy some needs. Humans are motivated by many things – psychological needs, physiological drives, survival, urges, emotions, hurts, impulses, fears, threats, rewards (money, friendship, status and so on), possessions, wishes, intentions, values, mastery, freedom, intrinsic satisfaction, self-satisfaction, interests, pleasure, dislikes, established habits, goals, ambitions and so on. Motivation is trying to reach our goals.

This is where you get the thoughts out of your mind and turn them into a working plan of action. A goal is a concrete and manageable blueprint for success. If you do not start with a specific goal in mind, you will be starting with a great disadvantage. Simply stating and committing your goal to paper brings you one important step closer to achievement. There is no magic in a goal. It is merely a focused view of where you want to head. It adds a bold red line on the map, and points you to the destination. But a goal is like everything else that is worthwhile in life, it only works if you do.

Challenging-but-achievable goals are themselves motivating. On the other hand, easy-to-reach goals are boring or demeaning. Impossible goals are frustrating (and there are lots of impossible goals, in contrast with the “if you can dream it, you can achieve it” nonsense). Since challenging but realistic goals require us to stretch and grow, they must constantly be changed to match the conditions and our ability. We are most motivated when we feel capable, responsible, self-directed, respected and hopeful.

Life goals set our sail and give us a push, e.g. “I want to help people.” People who reach many or most

of their life goals are usually calmer, happier, healthier and less stressed or emotional. However, there seem to be certain life goals that harm our mental health, e.g. "I want to have the power to control or impress people." Wanting to be close to and good to others is associated with better emotional health. Likewise, seeking to improve your skills ("mastery goals") results in feeling good about trying hard and in increased effort when an obstacle is met. But wanting to beat others ("performance goals"), such as having a winning season in football or being the best student in your math class, result in avoiding tough challenges, giving up when starting to lose, feeling more anxious, and less gain in self-esteem than with mastery goals.

In any area where we are hoping to self-improve, both short-term and long-range goals are needed. If your long-term goals clearly contribute to your most important values and your philosophy of life, they should be more motivating. Good goals are fairly hard – they stretch us – but they are achievable when taking small steps at a time.

There are many different aspects of psychological motivation. The needs for food, water, air, sleep, shelter, and even sex are always there but they don't usually dominate our lives. Our social psychological needs, instead, dominate most of our lives, such as attention, companionship, support, love, social image or status, material things, power and so on. Also, psychological or cognitive factors, in addition to goals, strongly influence our motivation and attitudes, such as self-confidence in our ability as a change agent (self-efficacy and attribution theory). If we see ourselves as able and in control of our lives, then we are much more likely to truly and responsibly take control.

To be effective our motivation has to be focused on important tasks. As Covey illustrates, most of us spend a lot of time doing things that seem urgent at the moment but are really not important in terms of our ma-



jor mission in life. Also, we waste quite a bit of our life doing things that are unimportant and not urgent, such as reading trash novels, watching mindless TV, etc. So assuming we do what we are motivated to do, then our motivations are frequently misguided. Covey also emphasizes that our efficiency could be greatly increased if we spent more time doing things that are often not seen as urgent but truly are important, e.g. clarifying the major purpose of our life, developing relationships that facilitate efficiency, growth, and meaningfulness, planning and preparing for important upcoming tasks, reading, exercising, resting, etc. He tells a story about a traveller who comes upon a hard working person sawing down a tree and asks, "How long have you been sawing on this tree?" The tired, sweaty worker said, "A long time seems like hours." So, the traveller asked, "Why don't you sharpen your saw?" The reply was "I am too busy sawing!" A lot of us are sawing with a saw that needs to be sharpened. We need to know a lot about the processes of motivation and self-direction.

No road to success is completely smooth and free of obstacles. It depends on your attitude. Choosing to be positive is choosing to be successful and vice versa.

Interest is an important motivator for a person. So is a desire to learn and to work. When you link these two things together, you create success. Often success in an endeavour leads to more interest and a greater desire to learn and work, creating an upward spiral of motivation toward a goal you have established.

When you truly believe in yourself, there is little that you cannot accomplish. A confident mind finds a way around every obstacle, or it simply runs through it. Each problem becomes an opportunity, and each minute that you are awake is fertile ground for new ideas, thoughts and angles to approach the challenge. So belief is one of the keys to motivation.

The greatest plan in the world will not bring you results unless you work. Hard work is the last and most important element of the process of motivation. You have to take what you have learned and what you have decided is your goal and achieve it. Few things that are worthwhile come easy. If you are dedicated to hard work you will win in the end.

We live in an achievement-oriented world with standards that tell people success is important. The standards suggest that success requires a competitive spirit, a desire to win, a motivation to do well, and the wherewithal to cope with adversity and persist until an objective is reached.

Some individuals are highly motivated to succeed and expend a lot of effort striving to excel. Other individuals are not as motivated to succeed and don't work as hard to achieve. These two types of individuals vary in their achievement motivation (or need for achievement), the desire to accomplish something, to reach a standard of excellence, and to expend effort to excel.

A host of studies have correlated achievement-related responses with different aspects of the individual's experiences and behaviour. The findings are diverse, but they do suggest that achievement-oriented individuals have a stronger hope for success than a fear of failure, are moderate rather than high or low risk-takers, and persist for appropriate lengths of time in solving difficult problems.

Our achievement motivation – whether in school, at work, or in sports – can be divided into two main types: **intrinsic motivation**, the internal desire to be competent and to do something for its own sake; and **extrinsic motivation**, which is influenced by external rewards and punishments.

You work hard in college because a personal standard of excellence is important to you, intrinsic motivation is involved. But if you work hard in college because you know it will bring you a higher-paying job when you graduate, extrinsic motivation is at work.

Intrinsic motivation implies that internal motivation should be promoted and external factors deemphasized. In this way individuals learn to attribute to themselves the cause of their success and failure, and especially how much effort they expend. But in reality, achievement is motivated by both internal and external factors; persons are never divorced from their external environment. Some of the most achievement-oriented individuals are those who have a high personal standard for achievement and are also highly competitive.

Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn or work for its own sake or interest in tasks.

There are many sources of extrinsic motivation. Here are some of them: success and its rewards, failure, authoritative demands, control and competition.

Success is perhaps the single most important feature in raising extrinsic motivation. People who have succeeded in past tasks will be more willing to engage with the next one, more confident in their chances of succeeding, and more likely to persevere in their efforts. But a sense of pride and satisfaction may of course be enhanced by explicit praise or approval, or by some rewards. Four types of reward (positive reinforcements) have been identified. These are listed below in the order in which they are most often used:

- social rewards (social contact and pleasant interactions with other people, including praise, a smile to recognise an action or achievement or to say thank you, encouraging remarks or a gesture of approval);
- token rewards (house points, grades, certificates);
- material rewards (tangible, usable or edible items);
- activity rewards (opportunities for enjoyable activities)

Failure in some sense is generally regarded as something to be avoided, just as success is something to be sought. But this should not be taken too far. For one thing, success loses its sweetness if it is too easily attained and if there is no real possibility or experience of failure. For another, it is inevitable that there will be occasional failures in any normal learning or working experience, and they are nothing to be ashamed of; most people recognize this, take setbacks in their stride, and look for ways to exploit them in order to succeed next time.

People are often motivated by pressure, recognizing the authority and the right of some persons to make their demands, and trusting their judgements.

Authoritative demands can be over-used or mis-used: if people only do things because they are obeying commands, without any awareness of objectives and results or involvement in decisions, they are unlikely to develop personal responsibility for their own performance or long-term motivation to continue. On the other hand, an over-emphasis on freedom and autonomy and corresponding lack of authoritative demand can lead to noticeable lowering of effort and achievement, and often, paradoxically, to dissatisfaction.

The motivating power of control appears clear. This is a useful incentive, provided there is not too much stress attached, and provided it is not used too often.

People will often be motivated to give of their best not for the sake of the process itself but in order to beat their opponents in a competition.

Individual competition can be stressful for people who find losing humiliating, or are not very good at the subject and therefore likely consistently to lose in contests based on knowledge; and if overused, it eventually affects negatively their willingness to cooperate and help each other. If, however, the competition is taken not too seriously, and if scores are at least partly

a result of chance, so that anyone might win, positive motivational aspects are enhanced and stress lowered.

You can have everything you want in life if only you are willing or eager to invest effort in your activities to progress. So, even if you have intelligence, knowledge base, study skills and even great diligence but you are not motivated, you won't get far.

*S. Capel, Leask, T. Turner. Learning to teach in the secondary school. London, 1995, pp. 94–105*

### COMPREHENSION CHECK

**Exercise 1. Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F 1. Humans are motivated by many things – psychological needs, physiological drives, emotions, hurts, interests, wishes and so on.
- T F 2. Motivation is trying to satisfy only our needs.
- T F 3. Challenging goals are themselves motivating.
- T F 4. There are few different aspects of psychological motivation.
- T F 5. Our motivation would be more effective if we spent more time doing things that are truly important.
- T F 6. Interest and desire are important motivators for a person to learn and work.
- T F 7. Some individuals are highly motivated to succeed but they don't work hard.
- T F 8. Hard work is the least important element of the process of motivation.
- T F 9. Achievement-oriented individuals have a stronger hope for success than a fear of failure.

- T F 10. If you work hard in college because you know it will bring you a higher-paying job when you graduate, intrinsic motivation is at work.
- T F 11. If individual competition is overused, it eventually affects positively learners' willingness to cooperate and help each other.

**Exercise 2. Read the text again, divide it into logical parts, and give names to each of them.**

**Exercise 3. Make up questions to the following answers.**

1. \_\_\_\_\_  
Motivation is trying to reach our goals.
2. \_\_\_\_\_  
A goal is merely a focused view where you want to head.
3. \_\_\_\_\_  
when we feel capable, responsible, self-directed, respected and hopeful.
4. \_\_\_\_\_  
“mastery goals” when people want to improve their skills and “performance goals” when a person wants to beat others.
5. \_\_\_\_\_  
to make motivation more effective.
6. \_\_\_\_\_  
because it is impossible to succeed without belief and hard work.

7. \_\_\_\_\_  
intrinsic and extrinsic.
8. \_\_\_\_\_  
Intrinsic motivation implies that the internal desire is to be competent and an individual should do something for its own sake.
9. \_\_\_\_\_  
by external rewards and punishments.
10. \_\_\_\_\_  
They are: success and its rewards, failure, authoritative demands, competitions and so on.

### LANGUAGE FOCUS

**Exercise 1. Match the English word combinations in the left-hand column with the Russian equivalents in the right-hand column.**

1	the wherewithal to cope with adversity	A	уход от решения сложных проблем
2	lack of authoritative demand	B	тратить массу усилий, стараясь выделиться
3	achievement-oriented individuals	C	приписать себе причину успеха и неудачи
4	fertile ground for new ideas	D	необходимые средства, чтобы справиться с неприятностями
5	to persist in solving difficult problems	E	отсутствие требований со стороны лиц, пользующихся авторитетом
6	to take setbacks in one's stride	F	плодородная почва для новых идей
7	to spur smb on to satisfy some needs	G	символьные награды
8	to beat their opponents in a competition	H	настойчиво продолжать решать сложные проблемы

9	avoiding tough challenges	I	преодолеть препятствия без усилия
10	to expend a lot of effort striving to excel	J	превзойти своих противников в соревновании
11	to attribute to themselves the cause of success and failure	K	побуждать к.-л. к удовлетворению потребностей
12	token rewards	L	люди, ориентированные на успех

### Exercise 2.

- A. Guess the meaning and give the appropriate translation of the following English terminological word combinations.

#### Capacity

average ~

innate ~

hereditary ~

#### Aptitude

academic ~

inborn ~

vocational ~

#### Competence

cerebral ~

individual ~

linguistic ~

#### Focus

eye ~

~ of attention

#### Motivation

approval ~

goal-directed ~

individual's ~

member ~

primary ~

social ~

superego ~

#### Goal

collective ~

cultural ~

ego ~

life ~

shared ~

group~

operative ~

#### Facilitation

associative ~

neural ~

reproductive ~

retroactive ~

social ~

#### Persistence

academic ~

~ of sensation

~ of vision

- B. Convey the meaning of some terms above in your own words.

### Exercise 3.

- A. Fill in the columns with the proper derivatives of the following words whenever possible.



Verb	Noun	Adjective
to achieve	...	...
...	challenge	...
...	...	dominative
to incline	...	...
to shrink	...	...
...	...	improvable
...	urge	...
to enhance	...	—

**B. Put a suitable word from the box above into each gap.**

1. Drive factors can \_\_\_\_\_ the motivational effect of incentives.
2. Intrinsic motivation is in its turn associated with what has been termed “cognitive drive” – \_\_\_\_\_ to learn for its own sake.
3. The needs of visually impaired and physically disabled pupils pose a variety of \_\_\_\_\_ for subject teachers.
4. The teacher can do a great deal to \_\_\_\_\_ the memory, organization and sequencing skills of such a child.
5. Useful methods for the identification of exceptionally able students include monitoring of \_\_\_\_\_ in assessment situations.
6. You need to observe students very carefully in order to spot small changes or \_\_\_\_\_.
7. Research findings show that students are \_\_\_\_\_ to respond more positively to praise and positive comments about their work or behaviour than to criticism and negative comments.
8. Extrinsic rewards should be used with caution for they have the potential for \_\_\_\_\_ existing intrinsic motivation.
9. The needs for food, water, air, sleep and even sex are always there, but they don't \_\_\_\_\_ our lives.

**Exercise 4. Arrange the following words in pairs of (a) synonyms and (b) antonyms:**

- a) to achieve, adversity, aim, apt, to concentrate, to endeavour, to engender, to enhance, to excel, to focus, to give rise to, a goal, harm, inclined, to increase, misfortune, to reach, to surpass, to try, hurt;
- b) to do harm, to suppress, intrinsic, credible, to improve, to complicate, to enhance, incompetence, to facilitate, to diminish, competence, to be of benefit, to worsen, extrinsic, incredible, to spur.

**Exercise 5.**

**A. Put the words from the following list under the following headings connected with motivation:**

- types of motivation
- types of goals
- sources of extrinsic motivation

challenging, extrinsic, easy-to-reach, failure, competition, frustrating, rewards, realistic, success, authoritative demands, achievable, demeaning, intrinsic, long-range, short-term

**B. Complete these sentences using one of the words from the box above in each space.**

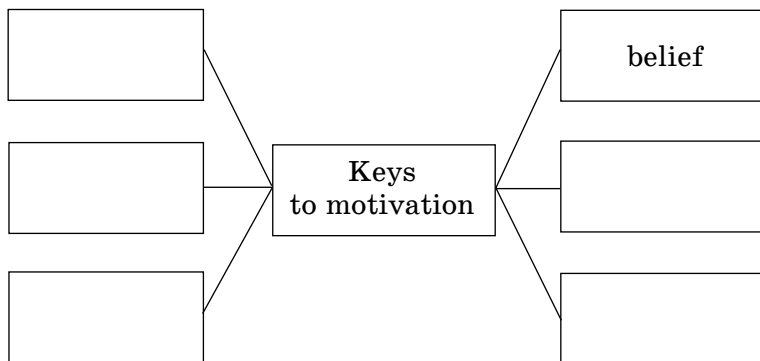
1. \_\_\_\_\_ but \_\_\_\_\_ goals are themselves motivating.
2. You work hard in college because a personal standard of excellence is important to you, \_\_\_\_\_ motivation is involved.
3. \_\_\_\_\_ goals are boring or \_\_\_\_\_.
4. Since challenging but \_\_\_\_\_ goals require us to stretch and grow, they must constantly be changed to match the conditions and our ability.
5. \_\_\_\_\_ is perhaps the most important feature in raising \_\_\_\_\_ motivation.

6. It is inevitable that there will be \_\_\_\_\_ in any normal learning or working experience.
7. Individual \_\_\_\_\_ can be stressful for people who are not very good at the subject.
8. In any area where we are hoping to self-improve, both \_\_\_\_\_ and \_\_\_\_\_ goals are needed.
9. We may enhance a sense of pride and satisfaction by explicit praise approval or by some \_\_\_\_\_.
10. \_\_\_\_\_ \_\_\_\_\_ can be over-used or misused if people are obeying commands without any awareness of objectives.

**Exercise 6. Find words in the text that mean:**

- a continuing impulse toward an activity or goal (par. 1)
- the end toward which effort is directed (par. 2)
- making even the best or most persistent efforts vain and ineffectual (par. 3)
- something that stands in the way or opposes (par. 4)
- to cause physical or mental damage (par. 4)
- to make an effort, to try (par. 9)
- an often threatening or provocative summons or invitation to compete (par. 10)
- accomplishment, the attaining of a goal (par. 17)

**Exercise 7. Complete the vocabulary network with the words from the text.**



## SPEAKING AND DISCUSSION

**Exercise 1. Answer the following questions to the text.**

1. What does motivation comprise?
2. Why are some people usually calmer, healthier and less stressed?
3. What goals are needed when we are hoping to self-improve?
4. What are the most important elements of the process of motivation?
5. How do two types of individuals vary in their achievement motivation?
6. How can our achievement motivation be divided into?
7. What is the difference between these two types of motivation?
8. What are the main sources of extrinsic motivation?
9. What rewards can be used to raise extrinsic motivation?
10. Why can individual competition be stressful for people?
11. Is it enough to have intelligence, knowledge, skills, diligence in order to succeed?

**Exercise 2. Discuss the following statements with your group-mates making use of the expressions below.**

I agree strongly on the whole...  
I believe that...  
It depends...  
I agree...  
I disagree strongly...  
In my opinion...  
From my point of view...  
It goes without saying...  
I think so too...  
I hardly think so...  
I don't doubt that in the least...

1. There seem to be certain life goals that harm our mental health.
2. We waste quite a bit of our life doing things that are unimportant and not urgent, such as reading trash novels, watching mindless TV, etc.
3. If you are dedicated to hard work you will win in the end.
4. Achievement-oriented individuals have a stronger hope for success than a fear of failure, are moderate rather than high or low risk-takers.
5. People who have succeeded in past tasks will be more willing to engage with the next one.
6. Failure in any sense is generally regarded as something to be avoided.
7. If individual competition is overused, it eventually affects negatively persons' willingness to cooperate and help each other.

**Exercise 3. Retell the text dwelling on the following points:**

- goals of motivation
- the main keys of motivation
- types of motivation

**Exercise 4. Tell us about one of your academic performances in which you have been successful and one in which you have not been successful.**

For each of these reflect on:

- what you attribute your success or failure to
- how much efforts you expended
- what your attitude and desire were

**Exercise 5. Scan the text and do the tasks below.**

### STUDENT MOTIVATION TO LEARN

Infants and young children appear to be propelled by curiosity, driven by an intense need to explore, interact

with, and make sense of their environment. As one author puts it, “Rarely does one hear parents complain that their preschooler is unmotivated” (James Raffini, 1993).

Unfortunately, as children grow, their passion for learning frequently seems to shrink. Learning often becomes associated with drudgery instead of delight. A large number of students – more than one in four – leave school before graduating. Many more are physically present in the classroom but largely mentally absent; they fail to invest themselves fully in the experience of learning.

Student motivation naturally has to do with students’ desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of motivation may differ.

A student who is **INTRINSICALLY** motivated undertakes an activity “for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes” (Mark Lepper). An **EXTRINSICALLY** motivated student performs in order to obtain some reward or avoid some punishment external to the activity itself, such as grades, stickers or teacher approval.

The term **MOTIVATION TO LEARN** has a slightly different meaning. It is defined by one psychologist as “the meaningfulness, value, and benefits of academic tasks to the learner regardless of whether or not they are intrinsically interesting” (Hermine Marshall, 1987). Other psychologists note that motivation to learn is characterized by long-term, quality involvement in learning and commitment to the process of learning. Motivation to learn is a competence acquired through general experience but stimulated most directly through modeling, communication of expectations and direct instruction of socialization by significant others (especially parents and teachers).

Children's home environment shapes the initial constellation of attitudes they develop toward learning. When parents nurture their children's natural curiosity about the world by welcoming their questions, encouraging exploration, and familiarizing them with resources that can enlarge their world, they are giving their children the message that learning is worthwhile and frequently fun and satisfying.

When children are raised in a home that nurtures a sense of self-worth, competence, autonomy and self-efficacy, they will be more apt to accept the risks inherent in learning. Conversely, when children do not view themselves as basically competent and able, their freedom to engage in academically challenging pursuits and capacity to tolerate and cope with failure are greatly diminished.

Once children start school, they begin forming beliefs about their school-related successes and failures. The sources to which children attribute their successes (commonly effort, ability, luck, or level of task difficulty) and failures (often lack of ability or lack of effort) have important implications for how they approach and cope with learning situations.

The beliefs teachers themselves have about teaching and learning and the nature of the expectations they hold for students also exert a powerful influence. To a very large degree, students expect to learn if their teachers expect them to learn.

Schoolwide goals, policies, and procedures also interact with classroom climate and practices to affirm or alter students' increasingly complex learning-related attitudes and beliefs.

And developmental changes comprise one more strand of the motivational web. For example, although young children tend to maintain high expectations for success even in the face of repeated failure, older students do not. And although young children tend to see effort as uniformly positive, older children view it as a

“double-edged sword” (Ames). To them, failure following high effort appears to carry more negative implications especially for their self-concept of ability than failure that results from minimal or no effort.

It should be noted that it really matters whether students are primarily intrinsically or extrinsically oriented toward learning. When intrinsically motivated, students tend to employ strategies that demand more effort and that enable them to process information more deeply. It was found that when students were confronted with complex intellectual tasks, those with an intrinsic orientation used more logical information – gathering and decision-making strategies than did students who were extrinsically oriented.

Students with an intrinsic orientation also tend to prefer tasks that are moderately challenging, whereas extrinsically oriented students gravitate toward tasks that are low in degree of difficulty. Extrinsically oriented students are inclined to put forth the minimal amount of effort necessary to get the maximal reward. Although every educational activity cannot, and perhaps should not, be intrinsically motivating, these findings suggest that when teachers can capitalize on existing intrinsic motivation, there are several potential benefits.

Although students’ motivational histories accompany them into each new classroom setting, it is essential for teachers to view themselves as **active socialization agents** capable of stimulating student motivation to learn.

In the process of learning classroom climate is very important. If students experience the classroom as a caring, supportive place where there is a sense of belonging and everyone is valued and respected, they will tend to participate more fully in the process of learning.

Various task dimensions can also foster motivation to learn. Ideally, tasks should be challenging but achievable. Relevance also promotes motivation, as does “contextualizing” learning, that is, helping students to see how skills can be applied in the real world.



Tasks that involve a moderate amount of discrepancy or incongruity are beneficial because they stimulate students' curiosity.

In addition, defining tasks in terms of specific, short-term goals can assist students to associate effort with success. Verbally noting the purposes of specific tasks when introducing them to students is also beneficial.

Extrinsic rewards, on the other hand, should be used with caution, for they have the potential for decreasing existing intrinsic motivation.

To support motivation to learn, school-level policies and practices should stress learning task mastery and effort rather than relative performance and competition.

A first step is for educators to recognize that even when students use strategies that are ultimately self-defeating (such as withholding effort, cheating, procrastination and so forth), their goal is actually to protect their sense of self-worth.

A process called **ATTRIBUTION RETRAINING**, which involves modeling, socialization and practice exercises, is sometimes used with discouraged students. The goals of attribution retraining are to help students to (1) concentrate on the tasks rather than becoming distracted by fear of failure; (2) respond to frustration by retracing their steps to find mistakes or figuring out alternative ways of approaching a problem instead of giving up, and (3) attribute their failures to insufficient effort, lack of information, or reliance on ineffective strategies rather than to lack of ability.

Because the potential payoff – having students who value learning for its own sake – is priceless, it is crucial for parents, teachers, and school leaders to devote themselves fully to engendering and rekindling students' motivation to learn.

*Stipek, Deborah Motivation to learn "From theory to practice". Englewood Cliffs, New Jersey, Prentice Hall, 1988*

**Task 1.**      **Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F 1. As children grow, their passion for learning seems to increase.
- T F 2. An intrinsically motivated student performs in order to obtain some reward or avoid some punishment.
- T F 3. Motivation to learn is a competence acquired through general experience but stimulated most directly through modeling, communication of expectations or direct instruction by significant others.
- T F 4. When children view themselves as basically competent and able, their capacity to tolerate and cope with failure is greatly diminished.
- T F 5. Children raised in a home that nurtures a sense of self-worth, competence and self-efficacy will be more apt to accept the risks inherent in learning.
- T F 6. To older children failure following high efforts appears to carry more negative implications than failure that results from minimal efforts.
- T F 7. Students with an extrinsic orientation tend to prefer tasks that are moderately challenging.
- T F 8. In the process of learning classroom climate is not very important.
- T F 9. Various task dimensions also foster motivation to learn.
- T F 10. One of the goals of attribution retraining is to help students to concentrate on the tasks rather than becoming distracted by fear of failure.

**Task 2.** Ask your group-mate a few questions to the text.

**Task 3.** Study the table for exactly two minutes, then close your book and see how many words and word combinations you can write down from memory.

Memory test		
involvement in learning	teacher approval	incongruity
challenging pursuits	general experience	rekindling
achievable	classroom setting	frustration
commitment to the process	autonomy	insufficient effort
repertory failure	socialization	self-efficacy
procrastination	attribution retraining	task mastery
value	complex intellectual tasks	competition
lack of ability	direct instruction	engender
withholding	discrepancy	constellation of attitudes
competence	task dimensions	to encourage exploration
negative implications	natural curiosity	capacity to tolerate

**Task 4.** Match each definition with the appropriate word.

1. Motivation

a\_\_ Loosely, any pleasurable or satisfying event or thing that is obtained when some requisite task has been carried out.

2. Competence

b\_\_ A term used safely applicable as a synonym for action, movement, behaviour, mental process, physiological functions and etc.

- 
- |                         |                                                                                                                                                                                                                                        |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Reward               | c__ An intervening process or an internal state of an organism that impels or drives it to action.                                                                                                                                     |
| 4. Self-efficacy        | d__ The motivation for any behaviour that is dependent on factors that are internal in origin. It usually derives from feelings of satisfaction, not from external rewards.                                                            |
| 5. Extrinsic motivation | e__ Generally, ability to perform some task or accomplish smth.                                                                                                                                                                        |
| 6. Procrastination      | f__ The term for individuals' sense of their abilities, of their capacity to deal with the particular sets of conditions that life puts before them.                                                                                   |
| 7. Punishment           | g__ Generally, the process whereby an individual acquires the knowledge, values, facility with language, social skills and social sensitivity that enable him or her to become integrated into and behave adaptively within a society. |
| 8. Activity             | h__ Postponing something supposed to be done.                                                                                                                                                                                          |
| 9. Socialization        | i__ Motivation that originates in factors outside the individual. Behaviour that is motivated by rewards or punishments administered by outside forces.                                                                                |

- |                          |                                                                                         |
|--------------------------|-----------------------------------------------------------------------------------------|
| 10. Intrinsic motivation | j__The administration of some aversive stimulus contingent upon a particular behaviour. |
|--------------------------|-----------------------------------------------------------------------------------------|

**Exercise 6. Develop the following topics. Make use of the active vocabulary given in brackets.**

1. What is student motivation? ( to be propelled by smth., to interact with, to make sense of the environment, to invest effort in smth, involvement in academic activities, to undertake an activity, intrinsically motivated, extrinsically motivated, to obtain reward, to avoid punishment, competence).
2. Factors influencing the development of student motivation ( competence, to nurture children's curiosity, to encourage exploration, to be worthwhile, a sense of self-worth, self-efficacy, to be apt to accept the risks, to engage in, challenging pursuits, to cope with, failure, to attribute smth. to success, to tend to do smth).
3. The ways motivation to learn can be fostered in the school setting ( active socialization agents, task dimensions, to stimulate student's curiosity, to associate effort with success, to decrease motivation, task mastery, challenging, achievable tasks).

**Exercise 7. Find out if your group-mate is poorly motivated or not motivated at all. So ask him the following questions and make your own conclusions about his motivation.**

1. Really preferring something other than attending this university:
  - would prefer not to go to college
  - would rather attend another college
  - would prefer a different kind of training.

2. College as a means to ends other than learning:
  - to avoid getting a job
  - to find a mate
  - to have a good time
  - to get away from home
  - to prove self-worth.
3. Distracting from personal problems:
  - conflict with the same sex
  - conflict with the opposite sex
  - conflict with parents
  - lack of confidence
  - undefined resistance to college
  - angry at the world
  - overuse of drugs or alcohol
  - fear of evaluation
  - difficulty of financial resources
  - marriage problems
  - phobias and other anxieties
  - insecurity
  - loneliness.
4. Lack of interest:
  - undefined vocational goals
  - undefined educational goals
  - course material is not what you think is important.
5. Continuing self-defeating behaviour patterns:
  - excessive dependence on parents or others
  - fear as a motivator
  - grades or academic achievement as motivators
  - high school habits.

**Exercise 8.** Prepare dialogues around the following topics so that one student will support the statement given and the other will put forward arguments to reject it. Use the following expressions to convey your ideas.

As for me	You could be right but...
I agree with you in principle	I don't agree
In that instance you were right	I can't say for sure
It goes without saying	I hardly think so
I'm all in favour of this idea	On the contrary
I have no doubt about it	I can't just see it that way
In my opinion it is true	I don't share your opinion

1. As children grow, their passion for learning frequently seems to shrink.
2. If you have intelligence, knowledge, study skills, and even diligence, but you are not motivated, you won't get far.

## WRITING

**Exercise 1. Write a short summary of the topic "Motivation."**

**Exercise 2. Render the following text into English.**

Мотивацию составляют побуждения, вызывающие активность организма, а также осознанные и неосознанные психические факторы, побуждающие индивида к совершению определенных действий и определяющие их направленность и цели.

Одной из разновидностей мотивации является мотивация достижения, связанная с потребностью индивида добиваться успехов и избегать неудач.

Исследования показали, что основные типы поведения, направленные на достижение или избегание успеха, формируются между 3 и 30 годами как под воздействием родителей, так и под влиянием среды.

В возрасте 3-5 лет ориентированная на успех мотивация усиливается, когда успех поощряется похвалой. Исследования также показали, что если ребенок сталкивается с осуждением в ситуации неудачи, ему легче справиться с этим, если преобладает атмосфера дружелюбия и уважения.

На формирование высокой потребности в достижении успеха оказывает влияние степень эмоциональной вовлеченности родителей в дела ребенка, а также окружающая обстановка. Наиболее благоприятна ситуация, когда ненавязчивое давление родителей сочетается с побуждающими факторами окружающей среды. Тогда проявляется максимум возможностей, чтобы облегчить ребенку провести самостоятельную проверку своих умений и возможностей.

## GRAMMAR REVISION

### Modal verbs

(can, may, must, should, will, ought to, need)

Modal verbs are used to show the speaker's attitude towards the action or state denoted by the infinitive. We use them with other verbs. Modal verbs are not "complete" verbs. They are called defective because they lack (except dare and need) component tenses, the passive voice and have some other peculiarities:

- a) We don't use the 'to' infinitives after modals (except **have to**, **ought to**).
- b) There is no ending 's' in the 3<sup>rd</sup> person singular.
- c) They lack non-finite forms and time tense forms.
- d) They do not require any auxiliary to form questions and negative sentences except for the verb **have**.



## CAN

## Forms

Modal Verb Equivalent	Present	Past	Future
can	can	could	
to be able to	am/is/are able to	was/were able to	will be able to

## Meanings

1. Mental, physical, circumstantial ability	He <b>can</b> speak English. They <b>can</b> pay for it.
2. Permission	You <b>can</b> carry out this experiment in this laboratory.
3. Request	<b>Can</b> you do me a favour?
4. Prohibition (нельзя)	You <b>can't</b> make much noise here.

**Could** is used to describe ‘general ability’

**Was/were able to do smth.** means that someone managed to do smth. in the particular situation.

**CAN** is used to express strong doubt or astonishment

	Can/ could he do	(generally) [Present]
	<b>Can/could</b> he be doing	(at the moment) [Present]
<b>Неужели</b>	<b>Can/could</b> he have done (then)	[Past]
<b>Разве</b>	<b>Can/could</b> he have been doing (for two hours)	[Past]

**Examples:** Can primates in the wild show little aggression?

Неужели приматы на воле проявляют небольшую агрессивность?  
Can he be describing the experiment now?

Разве он описывает сейчас эксперимент?

Can he have studied their behaviour under unfavorable conditions?

Неужели он изучил их поведение при неблагоприятных условиях?

	He <b>can't do</b>	[Present]
Не может быть, чтобы	He <b>can't be doing</b>	[Present]
Вряд ли	He <b>can't have done</b>	[Past]
	He <b>can't have been doing</b>	[Past]

They can't have avoided punishment.

Не может быть, чтобы они избежали наказания.

**Can** means "possible action"

<b>Мог бы</b>	He <b>could do it</b> [Present]
	He <b>could have done it</b> [Past] (but didn't do)
	He is very tired. He could sleep for a week. [Present]
	Он очень устал. Он мог бы проспать неделю.
	He was so tired. He could have slept for a week. [Past]
	Он был очень уставшим. Он мог бы проспать неделю.

**Exercise 1. Translate and explain the meaning of "can" (ability, permission, request, prohibition) in the following sentences.**

1. The mind is very powerful, it **can** create and it **can** destroy.
2. There are several methods which you **can** use to provide feedback to many pupils at the same time.

3. Many incentives are rewards and they **can** produce pleasure and reinforce behaviour that leads to them.
4. I **could** never understand what made her behave in such a way.
5. The subjects were told that they **could** establish a new set of permanent eating habits and engage in a program of exercise in order to lose weight.
6. If you want to succeed you **can't** waste a lot of time doing things that are unimportant and not urgent.
7. **Could** you name four types of reward?
8. The belief that we **can** control events appears to reduce the impact of the events, even if we never exercise that control.
9. Learners should be aware that they are failing if they have done significantly less than they could have done, if they are making unsatisfactory progress or not taking care.

**Exercise 2. Change the modal verb 'can' in the following sentences into the past and future tenses.**

1. We can force ourselves to forgo what we desire.
2. Parents can also influence their children through their characteristics.
3. We can deliberately choose not to think about the desires that we refuse to act on.
4. By trying to analyze our motives and abilities, we can enhance our capacity to make active choices in our lives.
5. People can describe their physical and psychological pains with great precision.
6. Like delicate and finely tuned machines, we cannot work unless our internal environment is in balance.

**Exercise 3. Translate the words in brackets.**

1. You (сможете) to motivate individuals by using your own knowledge and understanding pupils of that age.

2. Many incentives are rewards and they (могут) produce pleasure and reinforce behavior that leads to them.
3. Since your digestive system will have to do several hours of work you (нельзя) eat heavily before going to bed.
4. As the competition was not very tough, she (смогла) to win.
5. When the students with the intrinsic orientation were confronted with difficult tasks they (смогли) solve their problems more easily than those who were extrinsically motivated.
6. (Может ли) every educational activity be intrinsically motivating?
7. (Сможете ли) you help me to improve my skills in writing?

**Exercise 4. Write sentences about yourself using the ideas in brackets.**

1. (something you used to be able to do).  
I used to be able to excel in writing.
2. (something you used to be able to do).  
I used \_\_\_\_\_.
3. (something you would like to be able to do)  
I'd \_\_\_\_\_.
4. (something you have never been able to do)  
I've \_\_\_\_\_.

**Exercise 5. Translate the sentences into English.**

1. Вы можете мотивировать учащихся эффективно, используя средства для мотивации, соответствующие конкретному учащемуся в конкретной ситуации.
2. Мотивацию достижения можно разделить на два вида: внутреннюю и внешнюю.
3. Вы сможете добиться своих целей, если приложите усилия в своей деятельности.

4. Преподаватель не смог справиться с дисциплиной в классе, и это негативно повлияло на процесс обучения.
5. Потребности могут быть активизированы как внутренними, так и внешними стимулами.
6. Они смогли применить свои исследования в промышленности.
7. Они могли бы ускорить работу, но им помешали.

**Exercise 6. Express strong doubt about the statements. Translate the sentences.**

**Model 1.**

He studies clinical psychology.

Can he study clinical psychology?

He can't study clinical psychology.

**Model 2.**

School psychologists helped students to make decisions.

Can they have helped students to make decisions?

They can't have helped students to make decisions.

1. Unconscious motives arise from defense mechanisms.
2. Physiological psychologists study the functioning of the brain and the nervous system.
3. These theories aid in understanding and explaining people's behaviour.
4. The psychologist is treating his patient with the help of hypnosis.
5. He is studying aggression among animals.
6. The science of psychology developed from many diverse sources.
7. Hobbes and Locke stressed the role of experience as the source of human knowledge.
8. He made the distinction between the traditional "community" and modern society.
9. Freud's methods have opened up new approaches to the study of human beings.

**Exercise 7. Answer the question with a suggestion. Use “could”.**

1. How shall we overcome the problems of streaming at school? (change the group of pupils according to their ability in a specific subject)
2. What shall we do to make motivation more effective? (focus on important tasks)
3. How will parents nurture their children’s natural curiosity? (welcome their questions, encourage exploration)
4. How will rewards affect motivation? (enhance it).

**Exercise 8. Express strong doubt. Use the appropriate Infinitive.**

1. Can unconscious traces (affect) our behaviour without one being aware of the source?
2. Can early childhood experience (be) the key to later behaviour patterns?
3. Can Maslow’s work (tend) to remain as a descriptive rationalization of children’s behaviour?
4. Can psychologists (develop) tests of hypnotizability, including the Stanford Hypnotic Susceptibility Scale?
5. He can’t (finish) his experiment. There was no evidence.

**Exercise 9. Translate into English using the verb “can” expressing strong doubt.**

1. Не может быть, чтобы около 10% людей легко поддавались гипнозу.
2. Неужели изучение мотивации является решающим для преподавателя?
3. Неужели теоретики в области изучения мотивации занимались главным образом четырьмя основными вопросами: что побуждает к дейст-

вию, какое направление приобретает такое действие и почему, насколько оно сильно и почему завершается?

4. Не может быть, чтобы работа Дарвина «Происхождение видов» вызвала шок у тех, кто думал, что люди и животные не похожи друг на друга.
5. Неужели теория инстинктов в ее изначальной форме имеет небольшую поддержку в настоящее время?
6. Не может быть, чтобы гипноз имел негативные воздействия.

## Unit IX

### TEMPERAMENT

#### APPROACHING THE TOPIC

**Discuss the following questions.**

1. What is temperament?
2. Would your parents characterize your temperament as “difficult”, “easy” or “slow to warm up?” Why?
3. How do temperament characteristics affect parenting?
4. Are spirited infants and children more likely to have emotional and behavioral problems?
5. How can professionals help parents deal with children who have different temperament characteristics?

#### VOCABULARY

1. adapt, *v* – 1. приспособлять, приспосабливаться, адаптироваться; 2. адаптировать, переделывать  
adaptation, *n* – 1. адаптация, приспособление; 2. переделка  
adaptability, *n* – адаптируемость, приспособляемость  
adaptable, *a* – легко приспособляющийся, адаптирующийся
2. abhor, *v* – питать отвращение, ненавидеть  
abhorrence, *n* – отвращение  
abhorrent, *a* – 1. вызывающий отвращение, гнусный, мерзкий; 2. несовместимый, противоположный
3. acute, *a* – 1. острый; 2. пронизательный, острый, тонкий;  
3. высокий, резкий (о звуке); 4. сильный, резкий (об ощущениях)
4. assert, *v* – утверждать, заявлять  
assertive, *a* – 1. утвердительный, положительный; 2. самоуверенный, напористый
5. amiability, *n* – 1. благожелательность, дружелюбие; 2. приветливость, мягкость



- amiable, *a* – 1. дружелюбный; 2. симпатичный, привлекательный, милый
6. anticipate, *v* – 1. ожидать, предвидеть, предчувствовать, опасаться; 2. предупреждать, предвосхищать, предугадывать  
anticipation, *n* – ожидание, предвидение, предвосхищение, опасение
7. basal, *a* – лежащий в основе, основной, главный; ~ metabolism основной обмен веществ
8. bowel, *n* – кишка, кишечник
9. callous, *a* – 1. огрубелый, жесткий; 2. бессердечный, бесчувственный, нечувткий
10. deject, *v* – удручать, угнетать, подавлять  
dejection, *n* – подавленное настроение, уныние, угнетенность, депрессия  
dejected, *a* – удрученный, подавленный, угнетенный
11. fret, *v* – 1. раздражаться, беспокоиться, волноваться; 2. раздражать, беспоить  
fret, *n* – раздражение, волнение
12. exhilarate, *v* – 1. веселить, радовать; 2. оживлять, бодрить  
exhilaration, *n* – веселость, приятное возбуждение; 2. оживление, придание веселья, живости
13. inhibit, *v* – 1. запрещать; 2. мешать, сдерживать, подавлять  
inhibition, *n* – 1. запрещение, запрет; 2. сдерживание, подавление  
inhibited, *a* – замкнутый, заторможенный (о психике)
14. fuss, *v* – волноваться по пустякам, суетиться  
fuss, *n* – нервное возбужденное состояние
15. jovial, *a* – веселый, общительный
16. insomnia, *n* – бессонница
17. malleable, *a* – 1. послушный; 2. податливый, мягкий, уступчивый
18. obnoxious, *a* – противный, несносный, неприятный, отвратительный
19. onset, *n* – 1. начало; 2. натиск, нападение
20. placid, *a* – спокойный, мирный
21. provoke, *v* – 1. вызывать, возбуждать; 2. провоцировать, сердить, раздражать  
provoking, *a* – раздражающий, неприятный
22. rash, *n* – сыпь, высыпания, skin ~ кожные высыпания  
rash, *a* – поспешный, опрометчивый, необдуманный
23. receptive, *a* – восприимчивый, рецептивный
24. resist, *v* – 1. сопротивляться, противиться; 2. не поддаваться, устоять; 3. воздерживаться (от чего-л.)

- resistance, *n* – 1. сопротивление; 2. противодействие; 3. сопротивляемость (организма)  
 resistant, *a* – сопротивляющийся, стойкий, прочный
25. satiate, *v* – 1. насыщать, удовлетворять; 2. пресыщать  
 satiation, *n* – 1. насыщение, удовлетворенность, сытость; 2. пресыщение  
 satiety, *n* – 1. насыщение; 2. пресыщение
26. shallow, *a* – 1. мелкий; 2. поверхностный, ограниченный, пустой
27. slow-to-warm-up, *a* – медленно включающийся в процесс, ~ children
28. strangle, *v* – 1. сжимать, перехватывать (вену, кишку); 2. душить
29. succumb, *v* – 1. не выдержать, не устоять, уступить; 2. погибнуть, умереть
30. tempt, *v* – 1. уговаривать, склонять, подбивать; 2. соблазнять; 3. испытывать, искушать  
 temptation, *n* – соблазн, искушение, обольщение
31. thrash, *v* – 1. пороть, стегать; 2. метаться
32. vessel, *n* – сосуд; blood ~ s кровеносные сосуды
33. vigour, *n* – 1. сила, мощь, энергия, бодрость; 2. решительность, энергичность  
 vigorous, *a* – сильный, бодрый, энергичный
34. wary, *a* – 1. осторожный, осмотрительный; 2. настороженный, подозрительный, недоверчивый, to be wary of smb, smth остерегаться кого-либо, чего-либо
35. withdraw, *v* (withdrew, withdrawn) – 1. отнимать, отдергивать; 2. забирать, брать назад; 3. отказываться, отменять; 4. отходить, отстраняться

## DEVELOPING VOCABULARY

**Exercise 1. Translate the following word combinations into Russian paying attention to your active vocabulary.**

*Abhor* smth., *abhor* isolation and disapproval, to hold in *abhorrence*; *acute* mind (man, observer, sense of smell, pain); *to adapt* oneself to circumstances, to show low *adaptability*, *adaptive* powers; sincere *amia-*

bility, an *amiable* child, to behave *amiably*; to *anticipate* success (happy solution, favourable decisions, disaster), *anticipation* of joy (pleasure), in *anticipation* of smth; to *assert* oneself, in an *assertive* form, *assertive* tone (manner); a *callous* man (answer, indifference); to *deject* smb's spirits, deep *dejection*; to find *exhilaration* in smth, *exhilaration* of success; to *fret* over smth., to be in a fearful state of *fret*, to be on the *fret*; she is always *fussing*, to get into a *fuss*, in a state of *fuss*, *fussy* manners; to *inhibit* smb. from doing smth., to *inhibit* oneself, to *inhibit* the emotion of pity, *inhibition* of reflexes; *insomnia* of exhaustion, an *insomniac* patient; *malleable* age, the *malleable* mind of a child, *obnoxious* habit (smell), *obnoxious* remarks; the *onset* of a disease, a quick *onset* of hunger; to *provoke* indignation (doubt, mirth), *provoking* behaviour (noises); *receptive* mind, *receptive* of beauty, faculties of *reception*; to *resist* disease (old age, temptation), *resistance* to weather; to *satiate* smb.'s appetite (desire, smb.'s lust for power); *shallow* paper (mind, person), a *shallow-hearted* person; to *succumb* to temptation, to *succumb* to persuasion, to *succumb* to grief; to *tempt* smb. to do smth, to *tempt* the appetite, to *tempt* fate (fortune), in spite of all *temptations*; the *vigour* of an argument, *vigorous* of body, *vigorous* of mind, *vigorous* style, *vigorous* measure; to be *wary* of trouble (consequences), a *wary* look; to *withdraw* one's hand, to *withdraw* one's promise, *withdrawal* of blood, a *withdrawn* person.

**Exercise 2. Translate the following word combinations into English paying attention to your active vocabulary.**

*Адаптировать* книгу; *истинное* наслаждение; *предупреждать* чьи-л. желания; *безразлично относиться* к критике; *поднимать шум* вокруг; *чувствовать себя подавленным*; *подавить* (в себе) желание

сделать что-либо; *торможение* сна; мучиться от *бессонницы*; при первом *натиске* (сразу же); *несносный* ребенок; *спокойный* характер; *вызывать* гнев; *восприятие* новых идей; быстрое *насыщение*; *поверхностный* анализ; *согнуться* под гнетом свалившихся бед; кожные *высыпания*; *необдуманное* слова; дать себя *угворить*; кровеносные *сосуды*; *мощного* сложения; *будь начеку!*, *тщательно подбирать* слова; *лишить* кого-либо своей дружбы.

**Exercise 3. Translate the following sentences into English using the indicated words from the vocabulary list.**

- |               |                                                                                                                                                    |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| abhorrence    | 1. Мне <i>отвратительна</i> лесть.                                                                                                                 |
| to assert     | 2. Его друзья <i>утверждали</i> , что он невиновен.                                                                                                |
| to anticipate | 3. Когда индивиды не считают себя компетентными и способными в выполнении какой-либо задачи, они, вероятнее всего, будут <i>опасаться</i> провала. |
| to fret       | 4. Она <i>портила</i> себе жизнь напрасными сожалениями.                                                                                           |
| to fuss       | 5. Нельзя так <i>трястись</i> над детьми.                                                                                                          |
| inhibition    | 6. Употребление алкоголя ослабляет напряжение, освобождает от <i>запретов</i> и прибавляет веселья.                                                |
| receptive     | 7. Младенцы <i>восприимчивы</i> ко всему новому.                                                                                                   |
| to resist     | 8. Я не могу <i>удержаться</i> , чтобы не выкурить сигарету.                                                                                       |
| shallow       | 9. Она слишком <i>легкомысленна</i> , чтобы это ее задело.                                                                                         |
| vigorous      | 10. Для своего возраста он довольно <i>бодр</i> .                                                                                                  |
| wariness      | 11. В возрасте 7-8 месяцев многие младенцы начинают проявлять <i>осторожность</i> .                                                                |

*рожность при приближении незна-*  
*комца.*

to withdraw 12. Он *отказался* *взять* *свои* *слова* *об-*  
*ратно.*

## READING

### TEMPERAMENT

Temperament is an individual's characteristic emotional nature, including energy level, prevailing mood and sensitivity to stimulation.

Individual variations in temperament are most readily observed in newborn babies. Infants are extremely active, moving their arms, legs, and mouths incessantly. Others are tranquil. Some children explore their environment eagerly for great lengths of time. Others do not. Some infants respond warmly to people. Others fuss and fret. All of these behavioral styles represent a person's temperament. Because of these observable variations, temperament is often considered a biologically based characteristic.

While supporting the belief that temperament is biologically based, many personality experts also maintain that temperament can develop and change over the course of a person's life in response to personal experiences and environmental conditions. Fussy babies can grow to be placid toddlers. Similarly, passive infants sometimes grow up to be classroom troublemakers. Interaction with parents, siblings, and other social contacts as well as life experiences affect an individual's predisposition toward a particular temperament. Doreen Arcus in her study observed infants in their homes for their first year of life. Highly reactive infants were less likely to become timid and inhibited one-year-olds when their mothers were firm and direct. When mothers were highly permissive and indirect in their discipline, highly reactive infants tended

to become fearful and inhibited. Emmy Werner in a study found that temperament could ease difficult circumstances in the environment. An easy, sociable temperament provided a protective buffer for children growing up in difficult circumstances. The environment can nurture changes both positive and negative to reshape an infant's natural tendencies. Natural tendencies can ameliorate or worsen environmental situations. Acknowledging the interactions of both temperament and environment during development should make possible continued progress in understanding of the intricate multiple influences on a human's life and growth. Neither temperament nor biology is destiny.

Hippocrates discussed variations in temperament as early as the fifth century B.C. His hypothesis that there are four basic human temperaments that correspond to various bodily characteristics – choleric, sanguine, melancholic, and phlegmatic – endured for many years before modern theories became accepted. One of such modern theories is Sheldon's theory who wanted to explore the link between body and temperament. Temperament explores how people eat and sleep, laugh and snore, speak and walk. Temperament is body type in action. Sheldon's procedure in looking for the basic components of temperament was much like the one he used in discovering the body type components. He interviewed in depth several hundred people and tried to find traits which would describe the basic elements of their behaviour. He found there were three basic components which he called viscerotonia, somatonia and cerebrotonia, and eventually named endotonia, mesotonia and ectotonia.

**Endotonia** is seen in the love of relaxation, comfort, food and people.

**Mesotonia** is centered on assertiveness and a love of action.

**Ectotonia** focuses on privacy, restraint and a highly developed self-awareness.

*The Extreme Endotonic – Friendliness*

The endotonic shows a splendid ability to eat, digest and socialize. A good deal of his energy is oriented around food, and he enjoys sitting around after a good meal and letting the digestive process proceed without disturbance. Endotonics live far from the upsets and nervous stomachs of the ectotonics. They fall readily to sleep and their sleep is deep and easy; they lie limp and sprawled out and frequently snore.

Endotonics are relaxed and slow-moving. Their breathing comes from the abdomen and is deep and regular. Their speech is unhurried and their limbs often limp. They like sitting in a well-upholstered chair and relaxing. All their reactions are slow, and this is a reflection on a temperament level of a basal metabolism, pulse, breathing rate and temperature, which are all often slower and lower than average. The circulation in their hands and feet tends to be poor. Sheldon calls these people biologically introverted organisms. It is as if all the energy is focused on the abdominal area.

Sheldon felt that biological introversion gave rise to psychological extraversion. Since the bodies of the endotonics are so focused on the central digestive system, they need and crave social stimulation in order to feel complete on the social level. Groups of people, rather than fatiguing them, stimulate them to the proper level of social interaction.

The endotonics love to socialize their eating, and the sharing of meals becomes an event of the highest importance. They treat guests well. They love company and feel more complete with other people around. They have a strong desire to be liked and approved of, and this often leads them to be very conventional in their choices in order not to run the risk of social disapproval. The endotonics are open even with their emotions which seem to flow out of them without any inhibitions. Whether they are happy or sad, they want the

people around them to know about it, and if others express emotions they react directly and convincingly in sympathy. When an endotonic has been drinking, he becomes even more jovial and radiates an expansive love for people. Endotonics are family-oriented and love babies and young children and have highly developed maternal instincts.

In summary, they love assimilation both on the physical and social level. They love to eat and digest, to be part of their family and community, to like and be liked and to rest and relax. They crave food and affection and abhor isolation and disapproval. They express affection and approval readily and need both back in kind.

### *The extreme Mesotonic – Action*

In Endotonia the stomach was the focus of attention, but in mesotonia it is the muscles. The mesotonic is well-endowed with them. They are always ready for action. They get up with plenty of energy and seem tireless. They can work for long periods of time and both need and like to exercise. They like to be out doing things. If they are forced into inactivity they become restless and dejected.

The mesotonic tends to eat his food rapidly and somewhat randomly, often neglecting set meal times. He sleeps the least of the three types and sometimes contents himself with six hours. He is an active sleeper who thrashes about. He shows an insensitivity to pain and a tendency to high blood pressure and large blood vessels.

The mesotonic has no hesitation in approaching people and making known his wants and desires. The tendency to think with his muscles and find exhilaration in their use leads them to enjoy taking chances and risks, even when the actual gain is well-known to be minimal. They can become fond of gambling and fast driving and are generally physically fearless. They



can be either difficult and argumentative, or slow to anger, but always with the capacity to act out physically and usually with some sort of history of having done so on special occasions.

The physical drive manifests itself on the psychological level in a sense of competition. The mesotonic wants to win and pushes himself forward. He is unhesitant about the all-out pursuit of the goal he seeks. Associated with this trait is a certain psychological callousness. He tends to walk roughshod over the obstacles in his path and the people who stand in the way of his achieving what he wants. On the positive side this is called being practical and free from sentimentality, but on the negative side it is called ruthlessness or obnoxious aggressiveness.

This outward energetic flow makes mesotonics generally noisy. They bustle about doing things and since their inhibitions are low, the attendant noise does not bother them. Their voices carry and sometimes boom out as if speech were another form of exercise. When alcohol reduces their inhibitions, they become more assertive and aggressive. When trouble strikes, they revert to their most fundamental form of behaviour and seek action of some sort. Mesotonics tend to glorify that period of youthful activities where physical powers reach their peak, or perhaps more accurately the period of youth that best symbolizes a sense of endless vitality and activity. The glorification of youth goes hand-in-hand with the early maturing of the mesotonic organism, both facially and muscularly. They look older than their chronological age. The extraversion of action that is so strong, here goes together with a lack of awareness of what is happening on the subjective level. The quickness with which the mesotonic can make decisions is compensated for by a relative unawareness of the other parts of his personality. He tends to be cut off from his dream life. He likes wide open spaces and freedom from the restraint of clothes.

Sheldon felt that estimating the degree of mesotonia was the most difficult part of evaluating a person's temperament. At times, people with well-developed mesotonia can give the surface appearance of exceptional calmness and amiability. This is particularly true of the extreme mesomorphs of above average height who form a kind of mesomorphic royalty. They expect and get special treatment. Sheldon likened them to big cats who go around with their claws retracted, and only when provoked or in the midst of a crisis does their mesotonia show itself clearly.

### *The extreme Ectotonic-Reflection*

The outstanding characteristic of the ectotonics is his finely-tuned receptive system. His spread-out body acts like a giant antenna picking up all sorts of inputs. Sheldon calls the ectotonic a biologically extraverted organism, which is compensated for by psychological introversion. Since the whole organism is sensitive to stimulation, the ectotonic develops a series of characteristic tragedies by which he tries to cut down on it. He is like a sonar operator who must constantly be wary of a sudden loud noise breaking in on the delicate sounds he is trying to trace. He likes to cross his legs and curl up as if he is trying to minimize his exposure to the exterior world. He tries to avoid making noise and being subjected to it. He shrinks from crowds and large groups of people and likes small, protected places.

The ectotonic suffers from a quick onset of hunger and a quick satiation of it. He is drawn to a high protein, high calorie diet, with frequent snacking to match his small digestive system. He has a nervous stomach and bowels. He is a quiet sleeper, but a light one, and he is often plagued by insomnia. His energy level is low, while his reactions are fast. He suffers from a quasi-chronic fatigue and must protect himself from the temptation to exercise heavily. His blood pressure is usually low and his respiration is shallow

and rapid with a fast and weak pulse. His temperature is elevated slightly above normal and it rises rapidly at the onset of illness. The ectotonic is resistant to many major diseases, but suffers excessively from insect bites and skin rashes. Unfortunately, he can succumb to acute streptococcal infections of the throat which cause swelling and strangulation. His hypersensitivity leads not only to quick physical reactions but to excessively fast social reactions as well. It is difficult for this type to keep pace with slow-moving social chit-chat. He races ahead and trips over his own social feet.

Just as the endotonic loves to eat and the mesotonic loves action, the ectotonic loves privacy. He needs shelter from excessive stimulation and time to sort out the inputs he has received, and connect them up with his own inner subjective experience, which he values highly. Self-awareness is a principal trait of ectotonia. The feelings of the ectotonic are not on display, even though they can be very strong, and so he is sometimes accused of not having any. When they are in a situation of dealing with someone who has authority over them or with someone of the opposite sex whom they are interested in, they often make a poor first impression. They are uncomfortable in coping with social situations where overt expressions of sympathy are called for or where general idle conversation is the norm, for example in parties and dinners where they have no intimate acquaintances.

The ectotonics are hypersensitive to pain because they anticipate it and have a lower pain threshold as well. They do not project their voices like the mesotonics, but focus it to reach only the person they are addressing. They appear younger than their age and often wear an alert, intent expression. They have a late adolescence, consider the latter part of life the best, and are future-oriented. The more extreme ectotonics have a distaste for alcohol, drugs, anaesthesia and are resistant to hypnosis. When they become troubled, they

seek privacy and solitude in order to try to work out the difficulty.

*[www.findarticles.com/cf\\_dls/g2699/0006/2699000642/p1/article/jhtml/?term=temperament](http://www.findarticles.com/cf_dls/g2699/0006/2699000642/p1/article/jhtml/?term=temperament), *Tracking the Elusive Human*, Vol.1 Ch. 4 "William Sheldon's Body and Temperament Types", [www.innerexplorations.com/catpsy/t1c4.htm](http://www.innerexplorations.com/catpsy/t1c4.htm)*

### COMPREHENSION CHECK

**Exercise 1. Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F 1. Temperament is considered a biologically based characteristic.
- T F 2. Many personality experts maintain that temperament can't develop and change over the course of a person's life.
- T F 3. Interaction with parents and other social contacts as well as life experiences affect an individual's predisposition toward a particular temperament.
- T F 4. Highly reactive infants tended to become timid and inhibited one-year-olds when their mothers were firm and direct in their limit-setting behaviour.
- T F 5. It is acknowledged that both temperament and the environment interact during development.
- T F 6. Shaldon found that there were four basic components to classify body types.
- T F 7. The bodies of the endotonics are focused on the central digestive system.
- T F 8. Endotonics abhor company and approval.
- T F 9. The mesotonic is well-endowed with muscles and they can work for a long period of time.

- T F 10. The qualities that fit the mesotonic best are tolerance and love for people.
- T F 11. The outstanding characteristic of the ectotonics is his finely tuned receptive system.
- T F 12. Ectotonics can easily cope with social situations.

**Exercise 2. Read the text again, divide it into logical parts, and give names to each of them.**

**Exercise 3. Write the questions to these answers.**

1. \_\_\_\_\_  
an individual's characteristic emotional nature, including energy level, prevailing mood and sensitivity to stimulation.
2. \_\_\_\_\_  
in response to personal experiences and environmental conditions.
3. \_\_\_\_\_  
that temperament could ease difficult circumstances in the environment.
4. \_\_\_\_\_  
four basic human temperaments according to Hippocrates.
5. \_\_\_\_\_  
biologically introverted organisms.
6. \_\_\_\_\_  
on the central digestive system.
7. \_\_\_\_\_  
with the muscles.
8. \_\_\_\_\_  
the outward energetic flow.
9. \_\_\_\_\_  
when trouble strikes.

10. \_\_\_\_\_  
because the ectotonic is sensitive to stimulation.
11. \_\_\_\_\_  
because they anticipate pain.

### LANGUAGE FOCUS

**Exercise 1. Match the English word combinations in the left-hand column with the Russian equivalents in the right-hand column.**

1	to shrink from crowds	A	непоколебимо следовать поставленной цели
2	to be hypersensitive to pain they anticipate	B	страдать от бессонницы
3	to walk roughshod over the obstacles in his path	C	его дыхание поверхностное и частое с учащенным и слабым пульсом
4	to be unhesitant about the all-out pursuit of the goal he seeks	D	подвергаться острым стрептококковым инфекциям горла, вызывающим отечность и удушье
5	to be plagued by insomnia	E	сдерживать себя от чрезмерных физических нагрузок
6	to eat and drink to satiety	F	быть сверхчувствительным к ожидаемой боли
7	his respiration is shallow and rapid with a fast and weak pulse	G	избегать толпы
8	to succumb to acute streptococcal infections of the throat which cause swelling and strangulation	H	остерегаться неожиданного громкого шума
9	to thrash about in bed	I	идти напролом, преодолевая препятствия на своем пути
10	to protect himself from the temptation to exercise heavily	J	метаться в постели
11	to be wary of a sudden loud noise	K	есть и пить досыта

**Exercise 2.**

- A. Guess the meaning and give the appropriate translation of the following English terminological word combinations**

<u>Inhibition</u>	<u>Resistance</u>	<u>Vessel</u>
associative ~	body ~	blood ~
central ~	conscious ~	brain ~
conditioned ~	ego ~	capillary ~
cortical ~	environmental ~	lymphatic ~
reflex ~	external ~	peripheral ~
growth ~	light ~	
sleep ~	passive ~	

- B. Convey the meaning of some terms above in your own words.**

**Exercise 3.**

- A. Fill in the columns with the proper derivatives of the following words whenever possible.**

	<b>Verb</b>	<b>Noun</b>	<b>Adjective</b>
1	...	...	assertive
2	...	...	adaptable
3	...	dejection	...
4	to fuss	...	...
5	to exhilarate	...	...
6	...	...	inhibited
7	...	resistance	...
8	to satiate	...	...
9	...	temptation	...
10	to strangle	...	...

- B. Put a suitable word from the box above into each gap.**

- Many psychologists \_\_\_\_\_ that temperament can develop and change over the course of a person's life.

2. Infants who were playful, regular in their sleeping and eating patterns, and \_\_\_\_\_ readily to new situations were classified as easy.
3. The \_\_\_\_\_, spirited child may scream and kick when given attention.
4. Many acute infections of the throat may cause swelling and \_\_\_\_\_.
5. Stressful situations produce emotional reactions ranging from \_\_\_\_\_ to anxiety, anger, discouragement and depression.
6. Excessive alcohol consumption can lead to \_\_\_\_\_.
7. People who engage in a healthy lifestyle – eating a low-fat diet, drinking alcohol in moderation, getting enough sleep and exercising regularly \_\_\_\_\_ to diseases better.
8. In spite of all \_\_\_\_\_ he rejected the offer.
9. The ectotonic suffers from a quick onset of hunger and he \_\_\_\_\_ his appetite quickly.
10. The \_\_\_\_\_ of a conditioned response is produced when a novel, irrelevant stimulus is presented along with the conditioned stimulus.

**Exercise 4. Arrange the following words in pairs of (a) synonyms and (b) antonyms:**

- a) to adapt, to abhor, to anticipate, acute, to adjust, callous, insomnia, to hate, sharp, to resist, to inhibit, to forsee, sleeplessness, to oppose, to forbid, heartless;
- b) amiable, wary, to assert, to fuss, inhibiton, hostile, shallow, careless, to exhilarate, satiate, to deny, to come down, permission, to deject, deep, unsated.

**Exercise 5.**

**A. Put the words in the box under the following headings connected with temperament:**

- the extreme endotonic
- the extreme mesotonic
- the extreme ectotonic



slow-moving, relaxed, vigorous, receptive, family-oriented, aggressive, withdrawn, sociable, assertive, future-oriented, callous, sensitive, competitive

**B. Complete the sentences using one of the words from the box above in each space.**

1. Introverted individuals are \_\_\_\_\_ and prefer to work alone.
2. When parents of a difficult child provide a happy, stable home life, the child's negative \_\_\_\_\_ behaviour declines with age.
3. Extraverted individuals who are \_\_\_\_\_ prefer occupations that permit them to work directly with other people.
4. As a rule melancholics are \_\_\_\_\_ and they hardly react to strong stimuli.
5. Sanguines are characterized by quickness in their responses, and they are not \_\_\_\_\_ and therefore they don't notice very weak sounds and light stimuli.
6. The mesotonics want to win, and they are very \_\_\_\_\_ by nature.
7. Drinking alcohol reduces a person's inhibitions and he becomes more \_\_\_\_\_.
8. People born under the sign of Walnut Tree are full of contrasts. They may be very \_\_\_\_\_, egoistic and \_\_\_\_\_ and at the same time noble and generous.
9. When you are tired, or don't feel well, or have some problems – go to any tree, touch it, sit or stand under it for some time and you'll feel \_\_\_\_\_.
10. Endotonics love babies and they are \_\_\_\_\_.
11. He's picked up a language. His mind is very \_\_\_\_\_.
12. The ectotonics consider the latter part of life the best and they are \_\_\_\_\_.

**Exercise 6. Find words in the text that mean:**

- easily upset (par. 1)
- characterized by self-confidence and boldness in expressing opinions (par. 2)
- the restraining, preventing, repressing, decreasing or prohibiting of any process (par. 6)
- to feel extreme aversion for (par. 7)
- to swing, beat or stir about in the manner of a rapidly moving flail (par. 9)
- lacking in emotional response (par. 11)
- prolonged and usually abnormal inability to get enough sleep (par. 15)
- having little depth; lacking in depth of knowledge, thought or feeling (par. 15)
- capable of opposing, withstanding or striving against (par. 15)
- to yield to superior strength or force or overpowering appeal or desire (par. 15)

**SPEAKING AND DISCUSSION****Exercise 1. Answer the following questions to the text.**

1. How may temperament be defined?
2. Why is temperament often considered a biologically based characteristic?
3. What do many personality experts assert in connection with temperament?
4. How can personal experiences and environmental conditions affect an individual's predisposition toward a particular temperament?
5. Who was the first to classify types of temperament?
6. What is Sheldon's classification of temperament based on?
7. What are endotonics like?

8. Why can mesotonics work for a long period of time?
9. What is the mesotonic unhesitant about?
10. What is the most outstanding characteristic of the ectotonic?
11. Why does the ectotonic protect himself from the temptation to exercise heavily?
12. What does the ectotonic's hypersensitivity lead to?
13. When do ectotonics seek privacy and solitude?

**Exercise 2. Discuss the following statements with your group-mates making use of the expressions below.**

I think that ...  
 As I see it  
 I suppose that ...  
 My point is that ...  
 I disagree...  
 I hardly think so ...

1. As early as the first weeks of life, infants show individual differences in activity level, responsiveness to changes in their environment.
2. The relationship between parents and infants is reciprocal – in order words, the infant's behaviour also shapes the parents' response.
3. Highly reactive infants are likely to become fearful and inhibited if their mothers are highly permissive and indirect in their discipline.
4. During development both temperament and the environment interact.
5. According to Sheldon's theory our body determines the way we act.

**Exercise 3. Make an initial estimate of how much of the three components of temperament you**

**have by rating yourself on a simplified  
Scale of Temperament.**

	<b>Endotonia</b>	<b>Mesotonia</b>	<b>Ectotonia</b>
When I troubled I seek out	_____ people	_____ action	_____ solitude
I prefer	_____ physical discomfort	_____ physical adventure	_____ privacy
The time of my life I favor is	_____ child-hood	_____ early adulthood	_____ later years
What would bother me most would be	_____ being cut off from other people	_____ being closed off in small places	_____ being exposed to endless noise
When in a group I like to	_____ mingle	_____ take charge	_____ take off
I prefer to	_____ let things take their course	_____ do things	_____ observe what is going on
The thing I like most is	_____ eating	_____ exercise	_____ time to myself
The qualities that fit me best are	_____ tolerance and love of people	_____ love of power and leadership	_____ a highly developed self-awareness

**Exercise 4. Retell the text dwelling on the following points:**

- the development of temperament in the course of life
- the extreme endotonic
- the extreme mesotonic
- the extreme ectotonic

**Exercise 5. Read the text and explain the difference between extraversion and introversion. What do you think about your friend? Is**

**he (or she) an introvert or an extravert?  
Give your reasons.**

Extraverts are people who are often leaders, work well in groups, and prefer being with others to being alone. Other personality traits often associated with extraversion include optimism, risk taking, and love of excitement and change. People who are extraverts prefer having company and tend to have many friends.

Extraversion is generally defined in comparison to its opposite, introversion, which is used to describe people who are quieter, more reserved and sensitive, and more comfortable in solitary pursuits. The two tendencies can be regarded as opposite ends of a continuum, with most people falling somewhere in between. Nevertheless, many people have traits that clearly place them closer to one end than to the other. Both extraversion and introversion in some people are thought to be the result of inborn tendencies – called temperament – that are shaped by environmental factors. The psychologist Hans Eysenck has suggested that the temperamental foundation involves the ease with which the cerebral cortex becomes aroused. Eysenck notes that in introverts some parts of the brain are very sensitive to arousal and are easily overestimated, causing them to prefer quiet surroundings and calm situations. The extravert, on the other hand, can tolerate a higher level of cortical arousal and thus seeks out social interaction and exciting situations for stimulation.

Tendencies toward extraversion or introversion often lead people to develop and cultivate contrasting strengths, sometimes referred to in terms of contrasting types of intelligence. Extraverts more readily develop interpersonal intelligence, which has to do with making friends easily, demonstrating leadership ability, and working effectively with others in groups. In

introverts the more highly developed traits are more likely to be associated with intrapersonal intelligence, such as the deeper awareness of one's feelings and the ability to enjoy extended periods of solitude. All people have both types of intelligence, but in many people one is stronger than the other, depending on whether the person is an introvert or an extravert.

*Gale Encyclopedia of Psychology, Extraversion, [http://www.findarticles.com/cf\\_dls/g2699/0004/2699000460/p1/article.jhtml](http://www.findarticles.com/cf_dls/g2699/0004/2699000460/p1/article.jhtml).*

**Exercise 6.** You have parents whom you are fond of. Describe your mother's or your father's temperament taking into consideration his or her body type, relationship to other people, feelings, and attitude to life and work. Make conclusions about what type of temperament he or she has. And what about you? Have you taken after your father or mother?

**Exercise 7.** Scan the following text and do the tasks below.

### TEXT

American psychologist Gordon Allport (1897–1967), who came to dislike psychoanalytic theory and behaviorism because of their emphasis on seeking universal theories to explain all human behaviour and disorders, believed that temperament was one of three “raw materials” that distinguish individuals from one another and from other living beings. Along with intelligence and physique, temperament was genetically determined and unique within each person. Allport wrote that temperament includes a person's susceptibility to emotional stimulation, strength and speed of

response and mood. In a longitudinal study in New York starting in 1956 with data from more than 100 children that they tracked through adolescence, child psychiatrists Stella Thomas and Alexander Chess identified at birth nine different temperament characteristics. These characteristics, which could be observed at widely varying degrees in babies, influenced their development: activity level, rhythmicity or regularity in biological functions, tendency to approach or withdraw, adaptability, threshold of responsiveness, intensity or energy level of reactions, quality of mood, distractibility, attention span and persistence. From these nine dimensions emerged three major temperamental types: easy-going children, difficult children and slow-to-warm-up children. Chess and Thomas also examined the goodness of fit between the individual child and the environment of the child.

**1. An easy child** is generally in a positive mood, quickly establishes regular routines in infancy, and adapts easily to new experiences.

**2. A difficult child** tends to react negatively and cry frequently, engages in irregular daily routines, and is slow to accept new experiences.

**3. A slow-to-warm-up child** has a low activity level, is somewhat negative, shows low adaptability, and displays a low intensity of mood.

Different dimensions make up these three basic clusters of temperament. The three basic clusters and their dimensions are shown in the table below in their longitudinal investigation. Chess and Thomas found that 40% of the children they studied could be classified as easy, 10% as difficult, and 15% as slow-to-warm-up. The remaining 35% of the infants were not rated high or low on any of the defining dimensions. Researchers have found that these three clusters of temperament are moderately stable across the childhood years.

*Chess and Thomas's Dimensions  
and the Basic Clusters of Temperament*

Temperament dimension	Description	Temperament cluster		
		Easy child	Difficult child	Slow-to-warm-up child
Rhythmicity	Regularity of eating, sleeping toileting	Regular	Irregular	
Activity level	Degree of energy movement		High	Low
Approach-withdrawal	Ease of approaching new people and situations	Positive	Negative	Negative
Adaptability	Ease of tolerating change in routine plans	Positive	Negative	Negative
Sensory threshold	Amount of stimulation required for responding			
Predominant quality of mood	Degree of positive or negative affect	Positive	Negative	
Intensity of mood expression	Degree of effect expression when pleased, sad, displeased, happy	Low to moderate	High	Low
Distractability/ attention span/ persistence	Ease of being distracted			



Other researchers suggest that temperament is composed of different basic components. Personality psychologist Arnold Buss and behaviour geneticist Robert Plomin believe that infants' temperament falls into three basic categories: emotionality, sociability and activity level. **Emotionality** *is the tendency to be distressed*. It reflects the arousal of a person's sympathetic nervous system. During infancy, distress develops into two separate emotional responses: fear and anger. Fearful infants try to escape something that is unpleasant; angry ones protest it. Buss and Plomin argue that children are labeled "easy" or "difficult" on the basis of their emotionality.

**Sociability** *is the tendency to prefer the company of others to being alone*. It matches a tendency to respond warmly to others.

**Activity level** *involves tempo and vigour of movement*. Some children walk fast, are attracted to high-energy games, and jump or bounce around a lot; others are more placid.

Some experts on temperament believe there should be even further differentiation of certain domains of temperament. For example, in the general domain of social withdrawal, researchers are beginning to distinguish between shyness (inhibited and awkward behaviour with strangers or acquaintances, accompanied by feelings of tension and a desire to escape), introversion (a nonfearful preference for not affiliating with others), sociability (a preference for affiliating with others), and extraversion (the tendency to seek social interaction as a source of stimulation rather than out of true social interest in others).

A number of scholars, including Chess and Thomas, conceive of temperament as a stable characteristic of newborns that comes to be shaped and modified by the child's later experiences. This raises the question of heredity's role in temperament. Twin and adoption studies have been conducted to answer this

question. The researchers find a heritability index in the range of 50 to 60, suggesting a moderate influence of heredity on temperament. However, the strength of the association usually declines as infants become older. This finding supports the belief that temperament becomes more malleable with experience. Alternatively, it may be that, as a child becomes older, behaviour indicators of temperament are more difficult to spot.

The consistency of temperament depends, in part, on the “match” or “fit” between the child’s nature and the parents’ nature. Imagine a high-strung parent with a child who is difficult and sometimes slow to respond to the parent’s affection. The parent may begin to feel angry or rejected. A father who does not need much face-to-face social interaction will find it easy to manage a similarly introverted baby, but he may not be able to provide an extraverted baby with sufficient stimulation. Parents influence infants, but infants also influence parents. Parents may withdraw from difficult children, or they may become critical and punish them; these responses may make the difficult child even more difficult. A more easy-going parent may have a calming effect on a difficult child or may continue to show affection even when the child withdraws or is hostile, eventually encouraging more competent behaviour.

In sum, heredity does seem to influence temperament. However, the degree of influence depends on parents’ responsiveness to their children and on other environmental childhood experiences.

*A course in language teaching, Cambridge University, 1996, pp. 186–187*

**Task 1.** Say whether these statements are true (T) or false (F), and if they are false, say why.

- T F 1. According to Allport’s theory, along with intelligence and physique, temperament was genetically determined and unique within each person.

- T F 2. Allport wrote that temperament includes only a person's susceptibility to emotional stimulation.
- T F 3. Child psychiatrists Stella Thomas and Alexander Chess identified at birth eight different temperament characteristics.
- T F 4. From these nine dimensions emerged three major temperamental types: easy children, difficult children and slow-to-warm-up children.
- T F 5. An easy child is usually in a positive mood, he is irregular in his sleeping and eating patterns and adapts slowly to new situations.
- T F 6. A difficult child cries frequently, and responds quickly to new situations.
- T F 7. A slow-to-warm-up child is usually inactive, and he requires more time to adapt to new situations.
- T F 8. Thomas and Chess found that 50% of the children could be classified as easy.
- T F 9. Personality psychologist Arnold Buss believes that infants' temperament falls into two basic category: activity level and emotionality.
- T F 10. Sociability is the tendency to prefer the company of others to being alone.
- T F 11. Activity level includes tempo and vigour of movement.
- T F 12. Heredity doesn't seem to influence temperament.

**Task 2.** Ask your group-mate a few questions on the topic.

**Task 3.** Give a summary of the text using your active vocabulary.

**Task 4.** Study the table for exactly two minutes, then close your book and see how many words and word combinations you can write down from memory.

Memory test	
Speed of response	Susceptibility to emotional stimulation
Activity level	Slow-to-warm-up children
Rhythmicity	Three basic clusters
Adaptability	Emotionality
Threshold of intensity	Sociability
Distractibility	Vigour of movement
Attention span	The consistency of temperament
Persistence	A hung-strung parent
Easy children	Social interaction
Difficult children	Sufficient stimulation
Parents' affection	High-energy games
Competent behaviour	Placid children

**Task 5.** Match each definition with the appropriate word.

1. Adaptability      a\_\_\_ The tendency to appeal to or arouse emotions.
2. Attention span      b\_\_\_ The biological transmission of genetic characteristics from parent to offspring.
3. Distractibility      c\_\_\_ The tendency to have and make relationships; friendliness.
4. Emotionality      d\_\_\_ Ability to change so as to fit a new or specific use or situation.
5. Heredity      e\_\_\_ Active physical or mental strength or energy.

- |                |                                                                                                                                                                                                       |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. Mood        | f___ A pattern of behaviour characterized by a person removing him or herself from normal day-to-day functioning and all of its attendant frustrations, tensions and disappointments.                 |
| 7. Sociability | g___ The capacity of being easily distracted.                                                                                                                                                         |
| 8. Temperament | h___ The amount of time that a person can continue to attend to one type of input.                                                                                                                    |
| 9. Vigour      | i___ A state of mind in which one emotion or desire temporarily has control.                                                                                                                          |
| 10. Withdrawal | j___ An aspect of an individual's general make-up characterized by dispositions towards particular patterns of emotional reactions, mood shifts and levels of sensitivity resulting from stimulation. |

**Exercise 8. Prepare a dialogue on the following topics so that one student will support the statement given and the other will put forward arguments to reject it. Use the following expressions to convey your ideas.**

As for me	You could be right but...
To my mind	I don't agree
I agree with you in principal	I can't say for sure
I'm all in favour of this idea	I can't just see it that way
I strongly agree	On the contrary

1. The key to healthy development of temperament is a good "fit" between the child's temperament and the home environment.

2. Difficult children are more likely than easy children to have school problems later on.

**Exercise 9. Words in the table below describe different activities. Ask your friend how he feels about all these different kinds of activities, use:**

- 1) can't stand/hate
- 2) don't mind
- 3) fond of
- 4) really love/like very much
- 5) don't like

**Make conclusions about his/her temperament.**

to enjoy sitting in an armchair after a good meal  
to play with children  
to join clubs  
to spend a lot of time in the open air  
to drive fast  
to be fond of gambling  
to exercise a lot  
to enjoy eating  
to go in for sports  
to travel around the world  
to climb mountains  
to receive guests  
to work in the garden  
to go in for public activities

### WRITING

**Exercise 1. Develop the following topics in written form. Make use of the vocabulary given in brackets.**

1. Three major temperamental types of children (low activity level, to adapt easily to new experiences, regularity in biological functions, distractability, persistency, attention span, low intensity of mood, speed of response).
2. Different basic components which temperament is composed of (the arousal of the nervous system, to

be distressed, to avoid smth, to prefer the company of others, tempo and vigour of movement, to seek social interaction).

3. The role of heredity in temperament (moderate influence, to become more malleable with experience, the match between the child's nature and the parent's nature, to manage a child, to withdraw from difficult children, to encourage competent behaviour, parents' responsiveness to their children).

### Exercise 2. Render the following text into English.

Американский писатель Айзенк ввел две шкалы, по которым оценивал, к какому типу принадлежит человек. Первая шкала – интроверсия, экстраверсия, вторая – нейротизм.

Экстраверт – натура общительная. Он дружелюбен, имеет широкий круг знакомств. Он действует под влиянием момента, импульсивен, добродушен, весел, легко приспосабливается к новым ситуациям, ненавидит бездействие, предпочитает движение и действие, склонен к агрессивности. Он не сдерживает свои эмоции и не может устоять перед рискованными поступками. Но на него можно положиться.

Интроверт – спокойный, застенчивый, проницательный человек, склонный к самоанализу. Он замкнутый, отдален от всех, кроме близких и друзей. Он планирует и обдумывает свои действия заранее. Его трудно вывести из себя. По натуре он пессимист. Надо отметить, что в природе мало чистых экстравертов и интровертов.

Вторая шкала – нейротизм. Она характеризуется эмоциональной устойчивостью или неустойчивостью. Эмоциональная устойчивость связана со зрелостью и отсутствием беспокойства и состояния нервного возбуждения. Невротизм же выражается в чрезвычайной нервозности, плохой приспособляемости, склонности к быстрой смене настроений, депрессиям. Невротик легко поддается стрессу.

## GRAMMAR REVISION

## MAY/MIGHT

## Forms

Modal verb/ Equivalent	Present	Past	Future
may	may	might	-
to be allowed to (only permission or prohibition)	am/is/are allowed to	was/were allowed to	will be allowed to

## Meanings

1. Permission (можно)	<b>May</b> I come in?
2. Possible happenings in the future, possible plans (возможно, может быть)	I'm not sure when to come to your place. I <b>may</b> come at 5 o'clock. (= perhaps I'll come). I'm going to carry out this experiment. I <b>may/might carry</b> it out in August ( it's possible).
3. Reproach (only might) (мог бы)	If I knew them better, I <b>might lend</b> them money. You are becoming forgetful. You <b>might have reminded</b> me about it.

**May/might** expresses uncertainty, supposition, implies strong doubt.

He **may /might (not) + be there**

[Present]

**Может быть,** He **may /might (not) + be writing**

**возможно**

[Present]

He **may /might (not) + have done**

[Past]

He **may /might (not) + have been sleeping**

[Past]



They **may be comparing** the results of the experiment.

Они, возможно, сравнивают результаты эксперимента.

He **may not have noticed** you in the crowd.

Возможно, он не заметил вас в толпе.

**Exercise 1. Analyse the meaning of the verb “may”.  
Translate the sentences into Russian.**

1. A few comments may help to make these postulates more meaningful.
2. To retrieve the long forgotten name, you might think of different classes, clubs and other activities.
3. My close friend may have acquired a habit of taking drugs.
4. Studies showed that various changes might take place in the brain of old people.
5. Conflict may also arise when two inner needs or motives are in the opposition.
6. In order to establish laws about how people sense the external world, a psychologist might set up the following experiment.
7. May I use this precise machine to determine an amount of energy that will produce a sensation?
8. We may experience the emotion of fear when we hear a scream of a frightened person.
9. There may be hardly a person who has never faced the problem of living conditions.
10. They might have made judgements of character from this behaviour.
11. Some experts suppose that the present situation with drug abuse may be the result of a decline in morals and culture, and also of the poor work of the health protection agencies.

**Exercise 2. Change the modal verbs in the following sentences into the past and future tenses.**

1. We may carry out our experiment both on animals and human beings.
2. People may behave differently in this situation.
3. The psychologists may use the same methods and apparatus with which physiologists and physicists investigated behaviour and experience.
4. We may measure the length of the object.
5. We may interview a series of the subjects.

**Exercise 3. Write these sentences in a different way using “may” or “might”, “may not” or “might not”.**

**Model:** Perhaps a long period of unemployment produces psychological and emotional stress. A long period of unemployment may produce psychological and emotional stress.

1. Perhaps addicts crave their drugs so strongly that they will sacrifice their job, family life and so on.
2. Perhaps the keyword method sounds complicated, but it is very useful in learning the vocabulary of a foreign language.
3. Perhaps two aspects of memory – to preserve and to construct – are always present.
4. Perhaps different brain regions of humans and animals with brain damage mediate working memory and long-term memory.
5. Perhaps we want someone to take care of us and solve our problem when we are faced with a difficult situation.
6. Perhaps he is describing his picture now.
7. Perhaps noise caused the distortion of perception.
8. Perhaps he doesn't have so much energy. He always tires.

9. Perhaps their first attempt wasn't successful.
10. Perhaps he wasn't suffering from a quick onset of hunger.

**Exercise 4. Complete the sentences using "might be able" or "might have to" + a suitable verb.**

control   persuade   adapt (2)   get (2)   do
-----------------------------------------------

1. Stress levels don't become lower. The employees \_\_\_\_\_ to extensive changes.
2. Life span of laboratory animals is shorter than that of people. Psychologists \_\_\_\_\_ genetic factors of animals more easily than of people.
3. The chimpanzee is placed in the room with a number of packing boxes and the banana suspended from the ceiling. It \_\_\_\_\_ the reward.
4. The female organism is more flexible. It \_\_\_\_\_ to the changing environment better.
5. She wants to burn off the excess of her weight. She \_\_\_\_\_ it with a fitness programme.
6. Her parents are quite strict about her staying out late at night. She \_\_\_\_\_ them to let her come home a bit later.
7. He is so ambitious. He \_\_\_\_\_ to the top before he is thirty.

**Exercise 5. Complete the sentences using "may/might not" or "couldn't" + Perfect Infinitive where necessary.**

1. She was so quiet. She \_\_\_\_\_ raised her voice and shouted at the person.
2. I wonder why those individuals didn't survive under these conditions. They \_\_\_\_\_ had much fortitude.
3. Though some people missed a lot of sleep they had to operate. They \_\_\_\_\_ avoided making mistakes.

4. Some teenagers experience misunderstanding with their parents and have to apply to a psychologist. They \_\_\_\_\_ attempt to analyze the problems themselves.
5. They quarrelled very often. The topics of their discussions \_\_\_\_\_ been senseless.
6. She was in doubts how to proceed. She \_\_\_\_\_ taken a decision.
7. The conditions of the experiment were not changed. The experimenter \_\_\_\_\_ insisted on it.
8. He \_\_\_\_\_ left the laboratory without solving the problem.
9. His misinterpretation of their nonverbal behaviour \_\_\_\_\_ led to complete misunderstanding and to a quarrel.
10. He didn't publish the results of the work. He \_\_\_\_\_ received all the necessary data.

#### Exercise 6. Translate into English.

1. Возможно, существует много разных причин, почему некоторые люди совершают самоубийство.
2. На протяжении всей жизни люди могут испытывать разные эмоции.
3. Она, возможно, настояла, чтобы его включили в рабочую группу.
4. Можно я обсужу условия договора с ними?
5. Нас часто привлекают люди, которые отличаются от нас, потому что мы ощущаем, что у них есть, возможно то, чего не хватает нам.
6. Психологи отметили, что развод может встретиться на любой стадии семейного цикла.
7. Ничто не могло сокрушить его. Вероятно, он приспособился к новым условиям жизни.
8. У них плохое знание языка. Возможно, они не практикуют его каждый день.
9. Возможно, связь между этими явлениями тогда не была установлена.
10. Долгое одиночество может привести к депрессии и тревоге.

## Unit X

### CHARACTER

#### APPROACHING THE TOPIC

**Discuss the following questions.**

1. What is character to your mind?
2. Can a person develop character? If so, how?
3. Which qualities of character, in your opinion, are the most valuable and we admire them in people?
4. Which qualities do you consider unpleasant and wouldn't like to see them in people?
5. What role does family play in moulding character?

#### VOCABULARY

1. adhere, *v* – 1. прилипать, приставать; 2. твердо держаться, придерживаться  
adherence, *n* – 1. приверженность, верность; 2. строгое соблюдение  
adherent, *n* – приверженец, последователь, сторонник
2. apathetic, *a* – равнодушный, безразличный, апатичный  
apathy, *n* – безразличие, равнодушие, апатия, вялость
3. appellation, *n* – имя, название, обозначение, термин
4. apperceive, *v* – воспринимать сознанием, осознавать, постигать  
apperception, *n* – апперцепция, осознание, восприятие  
apperceptive, *a* – относящийся к осознанному восприятию
5. ardent, *a* – 1. горячий, пылкий, страстный; 2. пылающий, обжигающий  
ardently, *adv* – пылко, страстно  
ardency (ardour), *n* – страсть, пыл, пылкость, рвение, энтузиазм
6. bent, *a* – склонность, наклонность, стремление  
bent, *a* (on) склонный к чему-л., решившийся на что-л.
7. current, *n* – 1. ток, течение, поток; 2. струя; 3. течение, ход  
current, *a* – текущий, нынешний
8. detriment, *n* – ущерб, вред

- detrimental, *a* – причиняющий ущерб, вред, вредный, пагубный
9. equilibres (brious), *a* – находящийся в равновесии  
equilibrium, *n* – 1. равновесие; 2. уравновешенность, самообладание
10. faculty, *n* – способность, дар
11. feeble, *a* – 1. слабый, незначительный; 2. хилый, немощный
12. fitful, *a* – судорожный, порывистый, прерывистый
13. fixity, *n* – 1. неподвижность; 2. устойчивость, стабильность, стойкость  
fixed, *a* – 1. неподвижный; 2. постоянный, неменяющийся
14. flightly, *a* – 1. капризный, взбалмошный, непостоянный, ветреный; 2. помешанный, полоумный
15. fortitude, *n* – сила духа, стойкость  
fortitudinous, *a* – стойкий, мужественный
16. humble, *a* – 1. скромный, застенчивый, робкий; 2. лишенный чувства собственного достоинства; 3. простой, незаметный  
humble, *v* – смирять, унижать
17. impel, *v* – побуждать, заставлять, склонять  
impelling, *a* – побуждающий, побудительный
18. indulgence, *n* – 1. снисхождение, снисходительность, терпимость; 2. потворство, потакание, поблажка  
indulgent, *a* – 1. (of) снисходительный, терпимый; 2. потакающий, потворствующий
19. mediocre, *a* – посредственный, среднего качества, заурядный  
mediocrity, *n* – посредственность, заурядность
20. mould, *v* – 1. формировать, создавать; 2. делать по шаблону  
mould, *n* – 1. характер; 2. форма, шаблон
21. pertain, *v* – 1. относиться, принадлежать, иметь отношение; 2. быть свойственным; 3. подходить, подходить  
pertaining to – относительно, в отношении  
pertinent, *a* – уместный, подходящий
22. pitfall, *n* – 1. трудность, опасность, ловушка; 2. заблуждение, ошибка
23. prosecution, *n* – ведение, проведение, выполнение  
prosecute, *v* – 1. вести, выполнять, заниматься (чем-л.); 2. продолжать
24. rationality, *n* – 1. разумность, рациональность; 2. здравый рассудок  
rational, *a* – 1. разумный, мяслящий; 2. благоразумный, рассудительный; 3. мыслительный; 4. рациональный

25. refine, *v* – 1. очищать, рафинировать; 2. совершенствовать, улучшать; 3. (оп, урон) вдаваться в тонкости, тонко рассуждать  
refined, *a* – 1. утонченный, изящный, благородный; 2. очищенный; 3. улучшенный, усовершенствованный
26. reveal, *v* – 1. показывать, обнаруживать; 2. открывать, разоблачать
27. sensuous, *a* – 1. чувственный; 2. плотский; 3. эмоциональный ~ temperament чувственность
28. sobriety, *n* – 1. трезвость; 2. воздержанность, умеренность; 3. сдержанность, спокойствие
29. sordid, *a* – 1. отвратительный, омерзительный; 2. грязный; 3. убогий; 4. корыстный
30. volition, *n* – 1. воля, волевой акт, желание; 2. сила воли  
volitional, *a* – волевой
31. wayward, *a* – 1. своенравный, своевольный, непокорный; 2. изменчивый, непостоянный

## DEVELOPING VOCABULARY

### Exercise 1. Translate the following word combinations into Russian paying attention to your active vocabulary.

To *adhere to* a decision, *adherence* to a cause, *adherence* to specification, an *adherent* of the theory; an *apathetic* man, to treat smb. *apathetically*, complete (strange) *apathy* towards smth., political *apathy*; *ardent* love (hate), *ardent* follower (supporter), *ardent* heat, *ardent* spirits, to fight with *ardour*; to have a *bent* for study (music, poetry), to follow one's *bent*, he is *bent on* being a doctor, to the top of one's *bent*; a violent *current* of air, the *current* of events, against the *current*, *current* month (year), *current* opinions (beliefs); to the *detriment* of smth., *detrimental* to one's character; stable *equilibrium*, a perfect *equilibrium* of forces, to lose one's *equilibrium*; *faculty* of hearing (vision), *faculty* of speech, the mental *faculties*, to be in possession of all one's *faculties*; *feeble* pulse, *feeble*

light, *feeble* hope (attempt), *feeble* argument, a *feeble* old man, to grow *feeble*, *feeble-minded*, to speak *feebly*, don't be *feeble*!; *fitful* energy, *fitful* breeze, to breathe *fitfully*; a *fixed* fact (idea), *fixed* time, to look *fixedly* at smb.; *flighty* imagination, *flighty* conduct; to bear smth with *fortitude*, a *fortitudinous* person; *humble* smile (request), *humble* income, *humble* occupation, of *humble* birth, in *humble* circumstances, to *humble* oneself; to be *impelled* by a feeling of compassion, *impelling* force; to hope for *indulgence*, to abstain from *indulgence*, *indulgent* criticism, *indulgent* summer, *indulgent* parents; *mediocre* people (play); documents *pertaining to* that period, the infirmities *pertaining to* old age, books *pertinent* to the question, a *pertinent* remark; to *mould* smth. on smth., a man cast in a simple *mould*; *prosecution* of research problems (of one's aim); *rational* beings, *rational* argument (method, conduct); to *refine* a language, *refined* cruelty, *refinement* of morals; to *reveal* oneself, to *reveal* a secret, to *reveal* one's identity; *sordid* desires, a *sordid* wound; *wayward* opinions, *wayward* fate.

**Exercise 2. Translate the following word combinations into English paying attention to your active vocabulary.**

С жаром спорить; течение времени, текущие события; осознавать свои чувства; без ущерба для чего-либо, вредный для здоровья; способность легко заводить друзей, иметь большие способности к чему-либо; сохранять спокойствие; очень слабая поддержка, пристальность (неподвижность) взгляда; простое (бедное) жилище; побудить кого-либо к действию, настоятельная потребность; снисходительно относиться к кому-либо; формировать чей-либо характер, формировать общественное мнение; энтузиазм, свойственный (в отношении) молодости, вопросы, относящиеся к данному делу; обычные



*недостатки (ошибки); продолжать занятия; благородные манеры, тонкость вкуса; здравый рассудок; мыслительная способность; открыть свою душу кому-либо, эстетическое удовольствие; трезвость ума; корыстные мотивы; волевой импульс, по своему желанию; непокорный сын.*

**Exercise 3. Translate the following sentences into English using the indicated words from the vocabulary list.**

- |              |                                                                      |
|--------------|----------------------------------------------------------------------|
| to adhere    | 1. Грязь <i>прилипла</i> к нашим ботинкам.                           |
| a bent       | 2. У него врожденная <i>склонность</i> к рисованию.                  |
| detriment    | 3. Я не знаю о нем ничего <i>предосудительного</i> .                 |
| faculty      | 4. Он обладает <i>способностью</i> всегда говорить кстати.           |
| feeble       | 5. Это недоступно его <i>слабому</i> уму.                            |
| to impel     | 6. Он был <i>вынужден</i> принять сторону друга в споре.             |
| indulgence   | 7. Она предается всяческому <i>излишествам</i> .                     |
| to prosecute | 8. Он <i>вел</i> дела очень удачно.                                  |
| to refine    | 9. Работая над докладом, он <i>вдавался во все тонкости</i> вопроса. |
| rational     | 10. Пациент находится в <i>полной памяти</i> .                       |

## READING

### PSYCHOLOGY AND CHARACTER

Different shades of meaning pertain to the term "character" in different contexts. In general we may say that character is the expression of the personality

of a human being, and that it reveals itself in his conduct. In this sense every man has a character. At the same time only human beings, not animals, have character: it implies rationality. But in addition to this usage, the term is also employed in a narrower sense, as when we speak of a man "of character". In this connotation character implies a certain unity of qualities with a recognizable degree of constancy or fixity in mode of action. It is the business of psychology to analyze the constituent elements of character, to trace the laws of its growth, to distinguish the chief agencies which contribute to the formation of different types of character, and to classify such types.

The behaviour of each human being at any stage of his existence is the outcome of a complex collection of elements. The manner in which he apperceives or takes in certain present impressions, the sort of thoughts which they awaken, the particular feeling with which they are associated in his mind, and the special volitions to which they give rise are, in spite of the common nature in which he participates with other men, in a certain measure peculiar to himself. Taken collectively they are said to constitute or to reveal his character. At any epoch in mature life a man's character is the resultant of two distinct classes of factors: the original or inherited elements of his being, and those which he has himself acquired. On the one hand, every human being starts with a certain nature or disposition – a native endowment of capacities for knowledge, and feelings, and tendencies towards volitions and action – which varies with each individual. This disposition is dependent in part on the structure of the bodily organism and especially of the nervous system which he has inherited; in part, perhaps, also on his soul which has been created. It forms his individuality at the beginning of life; and it includes susceptibilities for responding to external influences, and potentialities for developing in various ways which differ with each human being.

A fundamental error in English psychology from Locke to John Stuart Mill was the ignoring or underestimating of this diversity of native aptitude in different individuals. Some psychologists proceeded on the assumption of an original equality or similarity of mental faculty, and consequently tended to ascribe all subsequent differences to a diversity of circumstances. It vastly exaggerated what has been called the part played by nurture as compared with that of nature. It overlooked the fact that the original capacity and disposition of the individual mind largely determines how it shall appropriate the experience presented to it by its environment. This error was peculiarly unfavourable to the affording of an adequate account of character. Since Darwin there has been a return to the older and truer doctrine which recognized fully the importance of the original endowment of each individual. For, although the author of the "Origin of Species" himself exaggerated the influence of the environment in his biological theory, he and his followers were driven to lay great stress upon heredity and the transmission from parent to offspring of individual variations and acquired habits.

Although our original temperament is thus given to us independently of our will, we ourselves play an important part in the moulding of our character, and we thus become responsible for certain ethical qualities in it. Character has been defined as "a completely fashioned will". It would be more accurate to say that character is "natural temperament completely fashioned by the will". It is, in fact, a resultant of the combination of our acquired habits with our original disposition. As the quality, shape, and structure of the organism and of its different parts may be variously modified in the process of growth – especially during the plasticity of early life – by variations in nutrition, exercise, and environment, so may the faculties of the soul be variously developed by the manner in which it is exercised,

and by the nature of the objects on which its faculties are employed. Among the acquired elements which go to the building up of character may be distinguished those pertaining to cognition, whether sensuous or intellectual, and those belonging to the emotional and volitional activities of the soul.

Exercise strengthens the power and widens the range of each faculty, creating, not uncommonly, a craving for further exercise in the same direction. The regular use of the intellect, the controlled activity of the imagination, the practice of judgment and reflection, all contribute to the formation of habits of mind more or less thoughtful and refined. The frequent indulgence in particular forms of emotions, such as anger, envy, sympathy, melancholy, fear, and the like, fosters tendencies towards these sentiments which give a subconscious bent to a large part of man's behaviour. But finally the exercise of the will plays the predominant part in moulding the type of character which is being formed. The manner and degree in which currents of thought and waves of emotion are initiated, guided, and controlled by the will, or allowed to follow the course of spontaneous impulse, has not less effect in determining the resultant type of character than the quality of the thoughts or emotions themselves.

The life of the lower animal is entirely ruled by instinct from within, and by accidental circumstances from without. It is therefore incapable of acquiring a character. Man, through the awakening of reason and the growth of reflection, by the exercise of deliberate choice against the movements of impulse, gradually develops self-control; and it is by the exercise of this power that moral character is especially formed. Character is in fact the outcome of a series of volitions, and it is for this reason we are responsible for our characters, as we are for the individual habits which go to constitute them.

Starting from the basis of the four fundamental temperaments, various classifications of types of character have been adopted by different writers. The intellectual, the emotional, and the volitional or energetic stand for the chief types with A. Bain. M. Perez, taking for his principle of division the phenomenon of movement, distinguishes characters as lively, slow, ardent, and *équilibrés* or well-balanced. M. Ribot, proceeding from a more subjective ground of division and excluding indefinite and unstable types as strictly speaking characterless, recognizes as the most general forms: the sensitive, subdivided into the humble contemplative and emotional; the active, subdivided into the great and the mediocre; and the apathetic, subdivided into the purely apathetic or dull; and the *calculateurs* or intelligent. By combination these again afford new types. M. Fouillée takes sensitive, intellectual, and volitional for his scheme and by cross-combinations and subdivisions works out an equally complex plan. MM. Paulhan, Queyrat, and Fouillée and Malapert have each different divisions of their own, thus establishing, at all events, the impossibility of attaining agreement on the subject.

Whilst psychology investigates the growth of different types of character, ethics considers the relative value of such types and the virtues which constitute them. The problem of the true moral ideal is, in some ethical systems mainly, and in all systems partially, a question of the relative value of different types of character. The effect on the agent's character of a particular form of conduct is a universally accepted test of its moral quality. Different systems of ethics emphasize the importance of different virtues in the constitution of the ideal moral character.

In all conceptions of ideal character strength forms an essential feature. Firmness of will, fortitude, constancy in adhering to principle or in pursuit of a noble aim hold so important a place that in common language

to be a man of character is frequently equivalent to being capable of adhering to a fixed purpose. Finally, the richer the culture of the mind, the larger the intellectual horizon, the broader the sympathies, and the more balanced the springs of action in the soul, the more will the character approximate to the ideal of human perfection.

The true aim of education is not merely the cultivation of the intellect but also the formation of moral character. Increased intelligence or physical skill may as easily be employed to the detriment as to the benefit of the community, if not accompanied by improved will. Both do not necessarily go together. As it is the function of ethics to determine the ideal of human character, so it is the business of the theory or science of education to study the processes by which that end may be attained and to estimate the relative efficiency of different educational systems and methods in the prosecution of that end. Finally, it is the duty of the art of education to apply the conclusions thus reached to practice and to adapt the available machinery to the realization of the true purpose of education in the formation of the highest type of ideal human character.

*Catholic Encyclopedia: Character: <http://www.newadvent.org/cathen/035846.htm>*

### COMPREHENSION CHECK

**Exercise 1. Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F 1. Character is equivalent to the inclusive term “personality”.
- T F 2. Only human beings, not animals, have character. It implies irrationality.
- T F 3. In a narrower sense character implies a certain unity of qualities with a degree of inconstancy in mode of action.

- T F 4. At any epoch in mature life a man's character is the resultant of three distinct classes of factors.
- T F 5. The disposition is dependent in part on the structure of the bodily organism and especially of the nervous system which he has inherited.
- T F 6. Character has been defined as "a partly fashioned will".
- T F 7. The exercise of the will plays the predominant part in moulding the type of character which is being formed.
- T F 8. Starting from the basis of the 4 fundamental temperaments, different psychologists came to the conclusion that there was only one classification of types of character.
- T F 9. While psychology investigates the growth of different types of character, the function of ethics is to determine the ideal of human character.
- T F 10. In all conceptions of ideal character strength doesn't form an essential feature.

**Exercise 2.** Read the text again, divide it into logical parts, and give names to each of them.

**Exercise 3.** Make up questions to the following answers.

1. \_\_\_\_\_  
It's the expression of the personality of a human being, and it reveals itself in his conduct.
2. \_\_\_\_\_  
because it implies rationality.
3. \_\_\_\_\_  
to analyze the constituent elements of character, to trace the laws of its growth and to classify different types.

4. \_\_\_\_\_  
inherited elements of his being and the acquired ones.
5. \_\_\_\_\_  
the author of the “Origin of Species” and his followers.
6. \_\_\_\_\_  
as “a completely fashioned will”.
7. \_\_\_\_\_  
the elements pertaining to cognition, and those belonging to the emotional and volitional activities of the soul.
8. \_\_\_\_\_  
by the exercise of the power.
9. \_\_\_\_\_  
it focuses on the importance of different virtues in the constitution of the ideal moral character.
10. \_\_\_\_\_  
firmness of will, fortitude, constancy in adhering to principles.
11. \_\_\_\_\_  
the cultivation of the intellect and the formation of moral character.

### LANGUAGE FOCUS

**Exercise 1. Match the English word combinations in the left-hand column with the Russian equivalents in the right-hand column.**

1	the currents of thought	A	черты, относящиеся к познанию, либо эмоциональные, либо интеллектуальные
2	to impel smb. away from such actions	B	унаследование способностей к познанию
3	the acquired elements which go to the building up of character	C	отсутствие контроля над такими формами эмоций, как гнев, зависть и т.д.



4	the elements pertaining to cognition, whether sensuous or intellectual	D	передача от родителей к детям индивидуальных изменений и приобретенных навыков
5	native endowment of capacities for knowledge	E	поток мыслей
6	the frequent indulgence in particular forms of emotions such as anger, envy and etc.	F	постоянство привычек
7	susceptibilities for responding to external influences	G	удерживать кого-либо от таких действий
8	transmission from parent to offspring of individual variations and acquired habits	H	раскрывать чей-либо характер
9	fixity of habits	I	приобретенные черты, необходимые для формирования характера
10	to reveal one's character	J	восприимчивость реагировать на внешние воздействия

### Exercise 2.

A. Fill in the columns with the proper derivatives of the following words whenever possible.

Verb	Noun	Adjective
...	adherence	...
to apathize	...	...
...	apperception	-
...	...	fixed
to humble	...	...
...	...	impelling
to indulge	...	...
...	pertinence	...
...	...	rational
to refine	...	...

**B. Put a suitable word from the box above into each gap.**

1. Despite different definitions of attitudes, all the theorists share a concern with the interrelationships among the \_\_\_\_\_ beliefs, feelings, and behaviours.
2. An individual who fails to incorporate any standards for acceptable social behaviour may engage in excessively self \_\_\_\_\_ or criminal behaviour.
3. By emphasizing the unconscious status of our motivations, Freud deprived us of \_\_\_\_\_.
4. The development of character is never complete as experience is constantly presenting new aspects of life to us. Nevertheless most of our important habits of reaction become \_\_\_\_\_.
5. People interpret ambiguous pictures according to their \_\_\_\_\_ in terms of preferred plots or themes that reflect personal fantasies.
6. The more people are \_\_\_\_\_ to deny their own feelings and accept the values of others, the more uncomfortable they will feel about themselves.
7. Adult criminals show concern for others (for example, family or gang members) and \_\_\_\_\_ to some code of moral conduct.
8. In a session for training social skills a group of \_\_\_\_\_ and unassertive individuals may be coached in a series of role-playing scenes.
9. If the stressful conditions continue and the individual is unable to cope with them, \_\_\_\_\_ may deepen into depression.
10. Researchers \_\_\_\_\_ upon the question regarding the influence of stress and other psychological variables on the body's immune system.

**Exercise 3. Arrange the following words in pairs of (a) synonyms and (b) antonyms:**

- a) faculty, volition, fortitude, pertinent, bent, to mould, talent, courage, will, appropriate, to form, refined, inclination, subtle;

- b) rational, detriment, feeble-minded, to reveal, fixed, irrational, pertinent, apathetic, benefit, impertinent, not indifferent, to conceal, sensible, unfixed.

**Exercise 4. Find words in the text that mean:**

- be relevant to something (par. 1)
- the quality or state of being stable (par. 1)
- to understand in terms of previous experience (par. 2)
- the act or power of making one's own choices and decisions (par. 2)
- to show plainly (par. 2)
- to form or become formed in (par. 4)
- strong inclination or interest (par. 5)
- characterized by warmth of feeling (par. 7)
- strength of mind that enables a person to meet danger or bear pain or adversity with courage (par. 9)
- injury or damage or its cause (par. 10)

**Exercise 5. Complete the sentences using one of the words below.**

aptitude   faculty   gift   talent   genius
---------------------------------------------

1. She had a lot of friends and they all believed in her \_\_\_\_\_.
2. Some people have \_\_\_\_\_ of making themselves agreeable.
3. \_\_\_\_\_ or ability tests are part of the admission procedure in many colleges and most professional and graduate schools.
4. He had \_\_\_\_\_ for languages and he spoke all the local dialects.
5. Dr. N. Geschwind pointed out that what we consider \_\_\_\_\_ and disabilities depends greatly on the needs for particular abilities at particular times.

**Exercise 6. Match each definition with the appropriate word.**

- |                 |                                                                                                                                                            |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Rationality  | a ____ In the original sense, a final, clear phase of perception characterized by recognition, identification or comprehension of what has been perceived. |
| 2. Volition     | b ____ Indifference, unresponsiveness, displaying less interest or reactivity to a situation than would normally be expected.                              |
| 3. Faculty      | c ____ Basically the term is used as a synonym of balance with several special usages.                                                                     |
| 4. Apperception | d ____ It is defined as a general power of the mind, a cognitive ability such as intellect, will, memory or understanding.                                 |
| 5. Apathy       | e ____ A state characterized by reasonableness, a willingness to accept that which is well reasoned.                                                       |
| 6. Equilibrium  | f ____ Generally and loosely, conscious, voluntary selection of particular action or choice from many potential actions or choices.                        |

**SPEAKING AND DISCUSSION****Exercise 1. Answer the following questions to the text.**

1. How may character be defined?
2. What does the term "character" imply in a narrower sense?
3. What complex collection of elements reveals man's character?

4. What is man's disposition dependent on?
5. What was a fundamental error in English psychology from Locke to John Stuart Mill?
6. Who plays an important part in the moulding of our character?
7. How may the acquired elements which go to the building of character be distinguished?
8. What contributes to the formation of habits of mind?
9. Why is a lower animal incapable of acquiring a character?
10. Why isn't there a unique classification of types of character?
11. Why are we responsible for our character?
12. What are the main aims of the investigation of character in psychology and ethics?

**Exercise 2. Discuss the following statements with your group-mates making use of the expressions below.**

I believe so...  
It's hard to say...  
There is no doubt about it...  
I'm afraid I can't say...  
In my opinion...  
It should be noted...

1. Character often means the sum total of an individual's traits, whether rated productive or destructive, normal or neurotic.
2. It is the original endowment of each individual that is of great importance.
3. Individuals have an original equality or similarity of mental faculty and all their subsequent differences are ascribed to a diversity of circumstances.
4. While the human organism grows and changes, the faculties of the soul may be variously developed by the manner in which it is exercised.

5. The frequent indulgence in emotions, such as anger, envy, fear and the like, fosters tendencies towards these sentiments.
6. The exercise of the will plays the predominant part in moulding the type of character.

**Exercise 3. Read the text and explain the difference between character and temperament.**

### CHARACTER VERSUS TEMPERAMENT

**CHARACTER** is a term employed to define the moral excellence and firmness of a person. The term is sometimes equated incorrectly with the term personality itself. Most agree that it refers to the moral or ethical aspect of personality especially considered from the standpoint of specific moral and ethical standards. It is sometimes equated with the idea of integrity and addresses itself to the relative “goodness” or “badness” of a person within his cultural good. People are often described as being of “good character”, or “bad character”, or exhibiting “no character at all”, the latter describing some form of perceived moral or ethical depravity or immorality.

The concept **TEMPERAMENT** refers to the general emotional nature of a person as determined principally by his inheritance, and to a much lesser extent, his life history. Temperament refers to the characteristic phenomena of an individual’s emotional nature, including his susceptibility to emotional stimulation, his customary strength and speed of response, the quality of his prevailing mood, and all peculiarities of fluctuation and intensity of mood. These phenomena are regarded as dependent upon constitutional make-up and are, therefore, largely hereditary in origin.

*Anthony A. Walsh, Ph.D <http://inside.salve.edu/walsh/temperament & character. PDF>*

**Exercise 4.** Retell the text dwelling on the following points:

- psychology and character
- types of character
- ethics and character

**Exercise 5.** Think of characters from the books you have read or among your acquaintances, whom you could speak of as of strong character. Say what kind of person he or she is, why you think this character is a personality, and say what you think helped to mould his (her) character.

**Exercise 6.** Scan the following text and do the tasks below.

### CHARACTER AND THE WILL

**Volition and Character.** Inasmuch as consciousness is a systematizing, unifying activity, we find that with increasing maturity our impulses are commonly coordinated with one another more and more perfectly. We thus come to acquire definite and reliable habits of action. Our wills become formed. Such fixation of modes of willing constitutes character. The really good man is not obliged to hesitate about stealing. His moral habits all impel him immediately and irrepressibly *away from* such actions. If he does hesitate, it is in order to be sure that the suggested act *is* stealing, not because his character is unstable. From one point of view, the development of character is never complete, because experience is constantly presenting new aspects of life to us, and in consequence of this fact we are always engaged in slight reconstructions of our modes of conduct and our attitude toward life. But in a practical common-sense way most of our important habits of re-

action become fixed at a fairly early and definite time in life.

The general manner of speech, the mode of dressing, purely personal manners, etc., are commonly fixed before twenty-one. The general attitude toward moral and religious ideals is likely to be gained sometimes during, or just after, adolescence. Professional habits come somewhat later. Speaking broadly, however, for the average individual the dominant *tone* of his habits, social, moral, aesthetic, and intellectual, is set by the time he is thirty. By this time the direction of his desires and his interests is likely to be finally formed, and for the rest of his life he will but elaborate and refine upon this stock of tendencies.

When we recall the fact that habit depends ultimately upon the preservation of physical changes in neural tissues, we see how powerful an ally, or how frightful an enemy, one's habits may be. The man who has led a life of kindness and sobriety not only has a fund of agreeable sentiments upon which his friends and neighbours can rely, he actually *could not* be mean and selfish and sordid without an herculean effort, for his nervous system contains imbedded in its structures the tendency to altruistic deeds.

**The Will.** Mind is, indeed, an engine for accomplishing the most remarkable adjustments of the organism to its life conditions. The various features of cognitive and affective consciousness contribute each its quota to the general efficiency of the reaction which the organism is able to make upon its surroundings, physical and social. In the will we have the culmination of all these activities of control. But it must have been observed that we have not found any specific mental element or event to which we could give the name *will*. The term *will* is simply a convenient appellation for the whole range of mental life viewed from the standpoint of its activity and control over movement. The *whole mind active*, this is the will. To say that



there is no such thing as *the* will (a statement which troubles many right-minded persons) is simply the psychologist's perverse way of saying that mentally there is nothing but *will*. There is no specific mental element to be called will, because all states of consciousness are in their entirety the will.

**Training of the Will.** The will is spoken of as though it were a race-horse which once a day requires to be given its paces about the track. What is obviously in the minds of persons who discuss the question in this way is the wisdom of some form of moral calisthenics, *e. g.*, self-denial, constructive and aggressive altruism, etc. If the moral interest is there, the artificial gymnastics will be superfluous. Life is rich in opportunities for larger and more intelligent kindness. But disregarding this form of moral discipline, the development of volition evidently is not a thing to be hastened by any special form of exercise, because the will we have seen to be simply another name for the whole mental activity. Any purposeful intellectual occupation affords means of developing certain features of control. Play develops certain other features. Art develops volitional processes in one direction, mathematics develops them in another. So far as a well-developed will consists in the ability voluntarily to direct one's attention effectively and for unlimited periods in definite directions (and this certainly is a very basal conception), all thoughtful activity facilitates its attainment.

**Healthiness of Will.** The well-trained man is the man whose mind is stored with a fund of varied knowledge which he can promptly command when the necessity for it arises; he is the mail who can keep his attention upon the problem in hand as long as necessary, and in the face of distraction; he is, moreover, the man who, having paused long enough to see the situation correctly and to bring to bear upon it all the relevant knowledge he possesses, acts thereupon promptly and

forcefully. Defects in any of these requirements may defeat efficient action and proclaim the actor a person of feeble or defective character.

The ignorant person cannot act effectively when nice discrimination and wide knowledge are necessary, as they often are. Even the learned person ordinarily cannot go far, provided his attention is wayward and fitful. His effort is too disconnected ever to accomplish large results. The person who is flighty and precipitate is either a genius or a fool, commonly the latter. On the other hand, the hopelessly careful person, whose life is spent in a morass of doubt and indecision, balancing imponderable considerations and splitting insignificant hairs – he, also, is likely to belong to the incompetents and inefficients. Evidently the attainment of a will which can fill all these requirements for the avoidance of pitfalls requires a training on every side of one's nature, requires a rich experience and a powerful dominant purpose running through it. All life offers us such training, and our success in moulding a strong, rich character depends much more on *how* we do our work than upon *what work* we do.

*James Rowland Angell. Character and the Will, Chapter 22 in Psychology: An Introductory Study of the Structure and Function of Human Consciousness, Third edition, revised. New York, pp. 376–381*

**Task 1. Paraphrase the italicized phrases using the vocabulary of the text above.**

1. All his moral habits prevent him from performing such actions.
2. Most of our important habits of reaction are stable at a definite time of life.
3. By the time man is 30, the direction of his desires and his interests is likely to be finally formed, and for the rest of his life he will but elaborate and improve these tendencies.

4. The term “will” is a suitable term for the entire scope of mental life viewed from the standpoint of its activity and control over movement.
5. Even the learned person cannot go far, provided his attention is not steady and undivided.
6. All life offers us such training, and our success in building up a strong, rich character depends much more on how we do our work than upon what work we do.

**Task 2. Make up a list of problems raised in the text. Which is the most important? Why do you think so?**

**Task 3. Give a short summary of the text using active vocabulary.**

**Exercise 7.**

**A. Put the words in the box under the following headings:**

- intellectual ability
- attitudes towards life
- attitudes towards other people

bright, smart, optimistic, extraverted, relaxed, sensible, sociable, jealous, reliable, gifted, cunning, pessimistic, quarrelsome, cruel, talented, impatient, argumentative, down-to-earth, stupid, introverted, discourteous, tense, even-tempered, half-witted

**B. Choose three adjectives from the box to describe the qualities you like most in a friend. Now choose other three to describe someone you don't like.**

**Exercise 8.** Magazines often publish questionnaires which are supposed to analyze your character for you. Look at the words below and then match them with the question which aims to decide whether a person is like that.

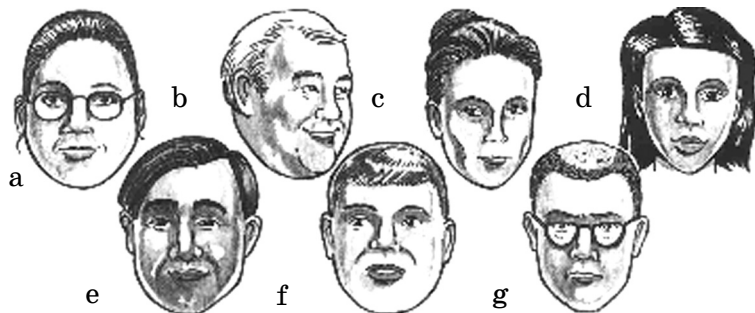
reliable	argumentative	sensitive	sociable
extravagant	assertive	inquisitive	ambitious
reserved	impatient	moody	lazy

1. Do you prefer to be in the company of other people?
2. Do you always keep your promise?
3. Do you find it easy to tell your boss if you feel he or she has treated you badly?
4. Do you always look out of the window if you hear a car draw up?
5. Do you often buy your friends presents for no particular reason?
6. Do you frequently disagree with what other people say?
7. Do you lie awake at night if someone has said something unkind to you?
8. Is it important to you to succeed in your career?
9. Do you put off till tomorrow what you could do today?
10. Does your mood change often and suddenly for no reason?
11. Do you get annoyed if you have to wait for anyone or anything for a long time?
12. Do you keep your feelings and ideas to yourself?

**Exercise 9.** Ask your partner to answer the above questions about you. Compare your answers with those of your partner. Are they the same?

## Exercise 10.

- A. Some people believe you can judge someone's character from features of their face or body. This is called physiognomy. Read the text quickly, and match each part to one of the pictures.



## FACE TO FACE

1

They often have a pear-shaped head. They are intelligent but can also be absent-minded. They like to spend time at home when they can think in peace and quiet. Most of the time they are either thinking, studying or sleeping. They remain single, or put off getting married till later in life.

2

They are well-built and courageous and they do not lack self-confidence. They

5

The full, flushy lips and the prominent jaw are usually signs of sincerity, warmth and strong emotions of the romantic variety. These types are outgoing and sociable. They often get married young. Although they may not shine, they will do well both at work and at play.

6

The distinguishing feature of this type is that the width and height of the face are roughly the

are easily insulted and get angry quickly. They are quite hard-working at school or at work, but without overdoing it. They enjoy the simple life. They do not often become rich.

3

They are a bit overweight. They are adaptable and know how to do a good job, though they are not very energetic. They are easy-going and get on well with people. They often do well in business. On the negative side, they can occasionally be self-centered and insensitive towards others.

4

They tend to be thin. They are inflexible and do not change their ideas easily. They take their time doing things and do not learn quickly. Their thin lips suggest a certain coldness or hardness of character. They often make good farmers, engineers or administrators.

same. They give the impression of being melancholy. They are usually red-faced and look healthy. They have large, dark eyes and bushy eyebrows. They have a wide nose and a large mouth. These types are tough and determined, even aggressive. They strike first and ask questions later.

7

This type has a triangular face, with a wide forehead and a very narrow chin. They usually have even, well-shaped features, except for their mouth, which will be either too small or too big. Their eyes are large and often very dark. Their nose is narrow at the top but has wide nostrils. Their personality is bright and cheerful, but they can also be tense and edgy. They think a lot and take in a lot of what goes on around them.

**B. Choose the most suitable heading from the list below for each part 1-7 of the text. There is one extra heading which you do not need to use.**

- A The passionate type
- B The bony type
- C The brainy type
- D The muscular type
- E The criminal type
- F The plump type
- G The happy type
- H The quarrelsome type

**C. Choose a face that best describes a friend or a member of your family and say whether the descriptions in the text fit the people you know.**

### WRITING

**Exercise 1. Develop the following topics in written form.**

1. Actions speak louder than words.
2. Which qualities of character would you like to develop in yourself. Explain why.

**Exercise 2. Render the following text into English.**

Характер, если придерживаться более узкого его толкования, – это совокупность устойчивых свойств индивида, в коих выражаются способы его поведения и эмоционального реагирования. Черты характера помогают или мешают личности устанавливать правильные взаимоотношения с людьми, проявлять стойкость и самообладание в решении

сложных вопросов, отвечать за свои действия и поведение в обществе. Познание характера позволяет нам предвидеть поведение индивида и корректировать ожидаемые действия. Нужно учитывать соотношение характера и темперамента. Характер и темперамент связаны единой физиологической основой, они зависимы от типа нервной системы. Формирование характера существенно зависит от свойств темперамента, Особенности темперамента могут способствовать или противодействовать особенностям характера. Но черты характера не предопределяются темпераментом.

Типические черты характера определяются типическими обстоятельствами жизненного пути в конкретно-исторических условиях. Характер проявляется в системе отношений к действительности: 1) в отношении к другим людям – общительность или замкнутость, внимательность или равнодушие, снисходительность или нетерпимость; 2) в отношении к делу – ответственность или недобросовестность, рвение или лень и пр., 3) в отношении к себе – скромность или самовлюбленность, самокритичность или самоуверенность; 4) в отношении к собственности – щедрость или жадность, аккуратность или неряшливость.

Отношения человека к действительности всегда проявляются в деятельности, и эти отношения составляют содержательную сторону характера. Будучи тесно взаимосвязанными, они влияют на взаимосвязь черт характера и образование его целостной структуры. В зависимости от преобладающего влияния тех или иных сторон психики на отношения и деятельность человека можно выделить интеллектуальные, эмоциональные и волевые черты характера.

Характер обнаруживает зависимость от мировоззрения, убеждений и моральных принципов. Относительная устойчивость черт характера не исключает его высокой пластичности.



## GRAMMAR REVISION

## MUST

## Forms

Modal Verb Equivalent	Present	Past	Future
must	must		
have to	have/has to	had to	will have to
to be to	am/is/are to	was/were to	

## Meanings

1. Obligation, necessity (= have to)	It's 10 o'clock. I <b>must</b> go there now.
2. A command, an urgent request	You <b>must</b> leave the room at once.
3. Prohibition (нельзя)	You <b>mustn't</b> speak so loudly.

Note: The absence of necessity is expressed by “**needn't**”.

You **needn't** read this text now.

**Must** I go there? No, you **needn't**.

## To have to

Obligation or necessity arising out of circumstances (должен = приходится, вынужден)	Babies <b>have to</b> learn to walk.
--------------------------------------------------------------------------------------	--------------------------------------

## To be to

1. An agreement or arrangement (должен)	We <b>are to</b> meet at the entrance to the Institute.
2. A strict order (побудительное предложение)	You <b>are to</b> select a group of subjects (сейчас же отберите группу испытуемых)
3. Something thought as unavoidable (предстоит, суждено)	She <b>is to</b> graduate this year.

**MUST** denoting probability or supposition.

Должно быть,	He <b>must do</b> it	[Present]
Вероятно	He <b>must be doing</b>	[Present]
	He <b>must have done</b>	[Past]
	He <b>must have been doing</b>	[Past]

He **must know** anatomy.

Должно быть, он знает анатомию.

They **must be demonstrating** this operation now.

Они, должно быть, демонстрируют эту операцию сейчас.

They **must have performed** this experiment successfully.

Они, должно быть, успешно выполнили этот эксперимент.

**Note:** In negative sentences and sentences referring to the future, supposition is expressed by means of the adverbs “evidently”, “probably”.

Evidently, she didn’t know my address.

She will probably make these postulates more meaningful.

**Exercise 1. Translate the sentences, explain the use of “must”, “have to” and “to be to” in them.**

1. The new pair must establish themselves as an identifiable unit.
2. The couple must continue to meet each other’s personal adult needs as well as meet their parental responsibilities.
3. A woman in the family has to fulfill most part of work over the house, to take care of children, and to earn the same money as men.
4. For purposes of illustration we are to consider two sets of hypothetical data.

5. Children have to learn how to get along in the world outside the home, and there the rules are different.
6. You mustn't leave the laboratory without putting everything in order.
7. Tests and other assessment instruments must have reliability and validity.
8. She is to obtain interesting results after her investigation.
9. Previously, slow learners had usually been kept at home, now teachers have to cope with a wide range of individual differences.
10. You are not to take these measurements now.

**Exercise 2. Turn the following affirmative sentences into negative and interrogative.**

1. You must differentiate these factors by a new scheme.
2. She had to introduce new elements into her experiment.
3. Hypotheses have to be tested by all means.
4. In order to explain this, we'll have to study the facts of the case.
5. They had to verify his theory of theoretical paradigms.
6. All the details had to be analyzed in order to understand the real picture of the phenomenon.
7. The individual has to be identified in the situation.

**Exercise 3. Analyze the meaning of the verb "to have".**

1. In the fulfillment of this function, the ego has to observe the external world and preserve a true picture of it in the memory traces left by its perceptions.

2. Discussions have led to the question of whether or not individual psychological peculiarities are “included” in the personality.
3. Man needs a social system in which he has his place and in which his relations to others are relatively stable and supported by generally accepted values and rules.
4. We have to begin with the consideration that for primitive man the “stranger”, the person who does not belong to the same group, is often not felt as a fellowman, but as “something” with which one does not identify.
5. An individual does not necessarily have to be a member of a reference group in order to be influenced by its values.
6. French physicians had noted that the drug used to sedate patients before surgery, calmed psychotic patients.
7. It is the desire we all have to fulfil our potentials to come closer and closer to our ideal.
8. Smuts felt that, in order to understand people, we have to understand them more as unified wholes than as parts in the context of their environment, both physical and social.
9. Maslow’s work has never been thoroughly researched, largely because the concepts are very difficult to operationalize.
10. Left-handed people have to adapt and hold the pen in a different way to write across the page.

**Exercise 4.** In each of the following sentences the necessity of some action is stated. Use “to be to” instead of “must” (have to) to show that the action is not only necessary but also expected or planned. Translate the sentences.

1. He must obtain new data in the laboratory.
2. We had to interview a series of subjects.

3. They must analyze his behaviour to obtain more precise data.
4. You must also consider social factors in order to predict human's behaviour.
5. Before the beginning of his investigation the scientist must select the most effective technique.
6. They had to carry out the research to the end in spite of all difficulties.
7. He must estimate the results achieved and give an unbiased estimation of them.

**Exercise 5. Complete the sentences using “must”, “mustn’t”, “have to”, “needn’t”.**

1. He works very hard to achieve his goal. You \_\_\_\_\_ impel him to studies.
2. Some people have good memories. They \_\_\_\_\_ spend much time to learn a poem by heart.
3. There are times when punishment is needed, but you \_\_\_\_\_ make idle threats to pupils by threatening them with punishment that you cannot carry out.
4. When students put much effort into a piece of work, though there are some bad points in their work, teachers \_\_\_\_\_ praise the effort.
5. Many students are living away from home for the first time. They \_\_\_\_\_ cope with situations that require new kinds of adaptive behaviours.
6. An elephant \_\_\_\_\_ spend most of the day finding food and eating it, so it sleeps only two hours a day.
7. All the details of the argument \_\_\_\_\_ to be discussed now.
8. When the volunteers \_\_\_\_\_ recognize short musical notes from a series of long and short notes, they made more and more mistakes as time passed.

**Exercise 6. Translate the sentences into English.**

1. Чтобы понять этот метод, надо знать о его специфических принципах.
2. Чтобы научить собаку, вы сначала должны договорить ее выполнить трюк, а затем уже поощрить ее одобрением или едой.
3. Пациенты, склонные к суициду, которым дают антидепрессанты, должны находиться под тщательным наблюдением врачей в этот период.
4. Он должен стать психологом. Это было давно решено.
5. Имея дело с индивидом с повышенной тревожностью, психотерапевту сначала приходится прописывать ему транквилизаторы, чтобы снизить уровень тревожности пациента.
6. Многим эмоционально встревоженным людям, не приходится обращаться за помощью к психотерапевту, так как они способны улучшить свое состояние, прибегнув к помощи непрофессионала, например, друга, преподавателя или духовного наставника.
7. Когда вы должны получить результаты теста?
8. Нам не нужно вдаваться в детали сейчас, но, кажется, мы придем к соглашению по главным пунктам.
9. Нельзя употреблять алкогольные напитки, когда вы за рулем.
10. У него должна была быть лекция по общей психологии, но из-за своей болезни профессор отменил ее.

**Exercise 7. In the following statements of near certainty change the form of the Infinitive to refer to the past. Add appropriate time references.****Model:**

They must know him.

They must be waiting for you.

They must have known him.

They must have been waiting for you.

1. He must study a number of books interpreting dreams.
2. Bad memory must be associated with mental disorders.
3. They must remember things by repeating them many times.
4. They must be making observations on the subjects of their investigation.
5. Distress must be caused by conflicts between the requirements and wishes of a person.
6. He must be exercising heavily now.

**Exercise 8. Paraphrase the following sentences using “must” + Infinitive to express near certainty.**

**Model:** Of course, he is busy now. He must be busy now.

Certainly, he settled that question. He must have settled that question.

1. Certainly, this student has a low level of knowledge.
2. There is little doubt, the first experiment failed.
3. Of course, good sight, hearing and smell help animals to avoid danger.
4. No doubt, the subjects under the fear-arousing situations tried to seek the company of others.
5. I am sure the information was wrong.

**Exercise 9. Open the brackets using the correct form of the Infinitive.**

1. Specific moods must (have) specific effects on our judgments of the world and of other people.
2. When the child was presented with a toy, he was suddenly startled at the moment, the toy was presented. He must (be frightened) before.

3. He must (be) very careless if he makes such mistakes.
4. The person must (be preoccupied) with the appearance of his feelings. He cannot concentrate on the informational and intellectual context of his message.
5. He must (achieve) his goal then.
6. If a man is doing a job which gives him pleasure as well as money, he must (experience) a deep sense of fulfillment.
7. The girl's whining and gagging behaviour in the past must (stop) mother from giving her daughter the unpleasant meal.
8. He must (present) the new material at the seminar now.

**Exercise 10. Translate the sentences into English.**

1. Он очень замкнут. Вероятно, он избегает всякой компании.
2. Частые наказания, вероятно, вызвали у сына страх перед отцом.
3. Должно быть, они еще не закончили эксперимент с крысами.
4. Мужчины, по всей видимости, более впечатлительны, чем женщины и менее терпимы к страданиям, холоду, жаре, голоду и неприятной ситуации на работе.
5. В течение многих лет люди, должно быть, пытались обнаружить тайну долголетия.
6. Если человек подавлен, огорчен, влюблен, это, вероятно, отражается на его почерке.
7. Должно быть, уже в древние времена люди делали пластическую операцию, чтобы исправить форму носа, губ и т.д.



## Unit XI

### ABILITIES

#### APPROACHING THE TOPIC

**Discuss the following questions.**

1. What do we mean when we talk about a child's "ability"?
2. How can we assess a child's ability?
3. What role does nurture play in the development of abilities?

#### VOCABULARY

1. accommodation, *n* – 1. приспособление; 2. согласование, примирение; 3. удобство; 4. адаптация, аккомодация, притирка  
accommodate, *v* – 1. приспособливать; 2. устраивать, размещать; 3. помогать, оказывать услугу; 4. примирять, улаживать  
5. аккомодировать (о глазе)
2. assimilate, *v* – 1. (to, with) ассимилировать (ся), уподоблять(ся); 2. ассимилировать(ся), поглощать(ся); 3. усваивать, впитывать; 4. приспособливать; 5. ассимилировать, поглощать, усваивать  
assimilation, *n* – 1. ассимиляция, уподобление; 2. ассимиляция, слияние; 3. усвоение
3. arouse, *v* – 1. будить, пробуждать; 2. вызывать, пробуждать; 3. возбуждать, волновать  
arousal, *n* – активация, активность
4. bland, *a* – 1. вежливый, ласковый; 2. вкрадчивый, льстивый; 3. мягкий; 4. слабый, успокаивающий
5. comprehend, *v* – 1. понимать, постигнуть; 2. включать, охватывать, содержать в себе  
comprehension, *n* – 1. понимание, постижение, понятливость; 2. включение, охват  
comprehensive, *a* – 1. всеобъемлющий, исчерпывающий, полный; 2. понятливый; 3. всесторонний
6. conserve, *v* – сохранять, хранить  
conservation, *n* – сохранение

7. curve, *n* – 1. кривая (линия); 2. изгиб, поворот; 3. график, кривая (диаграммы)  
curved, *a* – изогнутый, искривленный, кривой
8. detect, *v* – 1. открывать, находить; 2. замечать, обнаруживать  
detection, *n* – открытие, обнаружение
9. designate, *v* – 1. определить, устанавливать, указывать  
2. обозначать, называть; 3. назначать  
designation, *n* – 1. обозначение, название, указание;  
2. знак, обозначение, наименование; 3. указание профессии и адреса; 4. назначение на должность  
designative, *a* – указательный, обозначающий
10. discriminate, *v* – 1. отличать, различать; 2. выделять, отличать; 3. проявлять пристрастие, быть небеспристрастным  
discrimination, *n* – 1. различения, различия; 2. проникаемость, разборчивость; 3. пристрастие, небеспристрастность, дискриминация  
discriminative, *a* – 1. отличительный, характерный; 2. разбирающийся, проникающий; 3. дифференциальный
11. egocentrism, *n* – 1. эгоцентризм; 2. крайний эгоизм или индивидуализм; 3. солипсизм
12. encounter, *v* – 1. (неожиданно) встретить; 2. иметь столкновение, встретиться; 3. наталкиваться (на трудности и т.п.)
13. ingenious, *a* – 1. изобретательный, искусный; 2. остроумный, оригинальный  
ingenuity, *n* – 1. изобретательность; 2. остроумность, оригинальность
14. noxious, *a* – вредный, пагубный, ядовитый
15. override (overrode, overridden), *v* – 1. отвергать, не принимать во внимание; 2. попираť, топтать
16. pendulum, *n* – маятник
17. permanence, *n* – постоянство, неизменяемость, прочность  
permanent, *a* – перманентный, постоянный, неизменный
18. pinpoint, *v* – 1. точно определять, указывать; 2. выделять, подчеркивать ч-л
19. prevalent, *a* – (широко) распространенный
20. recipient, *n* – реципиент, получатель  
recipient, *a* – 1. восприимчивый; 2. получающий
21. reverse, *v* – менять (на противоположный), полностью изменять  
reverse, *n* – 1. обратное, противоположное; 2. оборотная сторона (медали, монеты)
22. rigidity, *n* – жесткость, строгость, непреклонность, оцепенелость

- rigid, *a* – жесткий, твердый, неукоснительный, строгий
23. saturate, *v* – 1. пропитывать, промачивать; 2. пронизывать, наполнять  
 saturated, *a* – 1. промокший, пропитанный влагой; 2. интенсивный, насыщенный  
 saturation, *n* – насыщение, насыщенность
24. schema, *n* – 1. схема; 2. фигура речи; 3. план, программа
25. sensorimotor, *a* – сенсомоторный
26. slate, *n* – 1. грифельная доска; 2. безупречная репутация
27. stem, *v* – ( from, out of) происходить, возникать
28. suck, *v* – 1. сосать 2. впитывать  
 suck, *n* – 1. сосание; 2. материнское молоко  
 sucking, *n* – сосание
29. underestimate, *v* – недооценивать

## DEVELOPING VOCABULARY

### Exercise 1. Translate the following word combinations into Russian paying attention to your active vocabulary.

*To accommodate oneself to smth., to accommodate opinions, to accommodate differences, in an accommodating spirit, to come to an accommodation, for your accommodation; to arouse smb. from his indifference, to arouse pity (sorrow, suspicion), to arouse the dormant faculties; to assimilate ideas, to assimilate one's customs to the new environment, to assimilate food, assimilation of sounds (languages); a voice sweetly bland, a bland smile, bland air, bland diet; to comprehend a question (a purpose), comprehensive term, comprehensive knowledge; to conserve one's strength (one's health); curve of mortality (of output), curve in the road, curved lines, a curved nose; to detect a smell, to detect several mistakes, to avoid detection; to discriminate between fact and fancy, to discriminate in favour of smb., discriminating mark, discriminating taste, a man of discrimination, to make a discrimination, discrimination against women; to encounter an*

old acquaintance, *to encounter* many problems; *ingenious* mind (toy), *the ingenuity* of a plan; *noxious* climate (plants, fallacies, wastes); *to override* smb's authority, *overriding* problems, smb.'s *overriding* purpose; *to pinpoint* a problem, *to pinpoint* one's attention upon smb., at this little *pinpoint* of time, to be on *pinpoints*, *pinpoint* accuracy; *to reverse* the normal order, *to reverse* a policy, *the reverse* side, *reverse* of a coin; *the rigidity* of the rules, *rigid* discipline, *rigid* in one's views; *to saturate* with smth., *to saturate* oneself in a subject, *saturation* capacity; *to suck* the juice from an orange, to give *suck* to a child, to have *a suck* at a sweet.

**Exercise 2. Translate the following word combinations into English paying attention to your active vocabulary.**

*Возбудить* чье-либо любопытство; *успокаивающее* лекарство; *широкое* определение; *сохранение* энергии; *услышать* шум; *назначить* кого-либо своим преемником; символическое обозначение; *различать* разные запахи; *встретиться* с противником; *остроумное* решение; *гибельный* для флоры и сауны; *отвергать* чьи-либо требования, *распространенная* практика; *постоянство* чувств, прямо *противоположным* методом; *непреклонность* чьих-либо убеждений; *строго* соблюдать что-либо; быть *во власти* суеверия; эпидемия, *возникшая* в результате войны; *всасывать* что-либо с молоком матери; *недооценивать* чьи-либо способности.

**Exercise 3. Translate the following sentences into English using the indicated words from the vocabulary list.**

- to assimilate    1. Во время своей поездки он *впитал* много новых впечатлений.  
comprehension    2. Это выше моего *понимания*.

- |                |                                                                                   |
|----------------|-----------------------------------------------------------------------------------|
| to detect      | 3. Он <i>уловил</i> иронические нотки в ее голосе.                                |
| to designate   | 4. Костюм <i>указывал</i> , что это была важная персона.                          |
| discriminating | 5. Трудно иметь дело с <i>разборчивыми</i> покупателями.                          |
| ingenuity      | 6. Это требует большой <i>изобретательности</i> .                                 |
| to override    | 7. Он <i>не считается</i> с мнением своих советников.                             |
| to pinpoint    | 8. Статья особо <i>подчеркивает</i> достоинство фильма.                           |
| to saturate    | 9. Ты <i>насквозь промокнешь</i> , если выйдешь в этот дождь.                     |
| to stem        | 10. Эта теория <i>обязана</i> своим <i>происхождением</i> одной древней традиции. |
| to suck (in)   | 11. Я люблю <i>вдыхать</i> утренний воздух.                                       |

## READING

### CAPACITIES OF THE NEWBORN

1	
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At the end of the 19<sup>th</sup> century, psychologist William James suggested that the newborn child experiences the world as a “buzzing, blooming confusion”, an idea that was still prevalent as late as the 1960s. We know now that newborn infants enter the world with all of their sensory systems functioning and are well prepared to learn about their new environment.

Because babies cannot explain what they are doing or tell us what they are thinking, developmental psychologists have had to design some ingenious procedures to study the capacities of young infants. The basic method is to change the baby’s environment in

some way and observe the responses. For example, an investigator might present a tone or a flashing light and see if there is a change in heart rate or if the baby turns its head or sucks more vigorously on a nipple. In some instances the researcher will present two stimuli at the same time to determine whether infants look longer at one than at the other. If they do, it indicates that they can tell the stimuli apart and may indicate that they prefer one over the other.

### *Vision*

2	
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Newborns have poor acuity, their ability to change focus is limited, and they are very near-sighted. It is not until they are 2 years of age that they see as well as an adult. But, despite the immaturity of their visual system, newborns spend a lot of time actively looking about. They scan the world in an organized way and pause when their eyes encounter an object or some change in their visual field. They are particularly attracted to areas of high contrast, such as the edges of an object. Instead of scanning the entire object, as an adult would, they keep looking at areas that have the most edges. They also prefer complex patterns over plain ones and patterns with curved lines over patterns with straight lines.

The possibility that there is an inborn, unlearned preference for faces initially aroused great interest, but later research showed that infants are not attracted to faces per se but to stimulus characteristics such as curved lines, high contrast, edges, movement, and complexity – all of which faces possess. Newborns look mostly at the outside contour of a face, but by 2 months they focus on the inside of the face – the eyes, nose, and mouth. At this point parents may notice with delight that the baby has begun to make eye contact.

*Hearing*

3	
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Newborn infants will startle at the sound of a loud noise. They will also turn their head toward the source of a sound. Interestingly, the head-turning response disappears at about 6 weeks and does not reemerge until 3 or 4 months, at which time the infants will also search with their eyes for the source of the sound. The temporary disappearance of the head-turning response probably represents a maturational transition from a reflexive response controlled by subcortical areas of the brain to a voluntary attempt to locate the source of the sound. By 4 months, infants will reach toward the source of a sound in the dark; by 6 months, they show a marked increase in their responsiveness to sounds that are accompanied by visual stimuli and are able to pinpoint the location of a sound more precisely, an ability that continues to improve into their second year.

Newborn infants can also detect the difference between very similar sounds, such as two tones that are only one note apart on the musical scale, and they can distinguish between the human voice and other kinds of sounds.

4	
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They can also distinguish among various characteristics of human speech. For example, 1-month-old infants can tell the difference between similar sounds such as “pa” and “ba”. Infants can distinguish between some speech sounds better than adults can. These are sounds that adults “hear” as identical because there is no distinction between them in their native language. For example, “ra” and “la” are separate sounds in English but not in Japanese. Japanese in-

fants can distinguish between them, but Japanese adults cannot.

By 6 months the child will have picked up enough information about the language so that it too will begin to “screen out” sounds that it does not use. Thus, human infants appear to be born with perceptual mechanisms of human speech that will help them in learning language.

### *Taste and smell*

5	
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Infants can discriminate between different tastes shortly after birth. They prefer sweet-tasting liquids over liquids that are salty, bitter, sour, or bland. The characteristic response of the newborn to a sweet liquid is a relaxed expression resembling a slight smile, sometimes accompanied by lip-licking. A sour solution produces pursed lips and a wrinkled nose. In response to a bitter solution, the baby will open its mouth with the corners turned down and stick out its tongue in what appears to be an expression of disgust.

Newborns can also discriminate among odors. They will turn their head toward a sweet smell and their heart rate and respiration will slow down; these are indicators of attention. Noxious odors such as those of ammonia or rotten eggs cause them to turn their head away; their heart rate and respiration accelerate, indicating distress. Infants are even able to discriminate among subtle differences in smells. After nursing for only a few days, an infant will constantly turn its head toward a pad saturated with its mother's milk in preference to one saturated with another mother's milk. Only breast-fed infants show this ability to recognize the mother's odor. When bottle-fed babies are given a choice between the smell of their familiar formula and that of a lactating breast, they will choose the latter.



Thus, there seems to be an innate preference for the odor of breast milk. In general, the ability to distinguish among smells has a clear adaptive value. It helps infants avoid noxious substances, thereby increasing their chances of survival.

### *Learning and memory*

6	
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It was once thought that infants could neither learn nor remember. This is not the case; evidence for early learning and remembering comes from several studies. In one, infants only a few hours old learned to turn their heads right or left, depending on whether they heard a buzzer or a tone. In order to taste a sweet liquid, the baby had to turn to the right when a tone sounded and to the left when a buzzer sounded. After only a few trials the babies were performing without error – turning to the right when the tone sounded and to the left when the buzzer sounded. The experimenter then reversed the situation so that the infant had to turn the opposite way when either the buzzer or the tone sounded. The babies mastered this new task quickly.

By the time they are 3 months old, infants have good memories. When a mobile over an infant's crib was attached to one of the baby's limbs by a ribbon, 3-month-old infants quickly discovered which arm or leg would move the mobile. When the infants were placed in the same situation eight days later, they remembered which arm or leg to move.

7	
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More startling is evidence that infants remember sensations they experienced before birth, while still in their mother's uterus. We noted earlier that newborn infants can distinguish the sound of the human voice

from other sounds. A few days after birth infants will learn to suck on an artificial nipple in order to turn on recorded speech or vocal music, sucking more vigorously to hear speech sounds than to hear nonspeech sounds or instrumental music. They also prefer heart-beat sounds and female voices over male voices, and they prefer their mother's voice to those of other women. These preferences appear to stem from the infant's prenatal experience with sounds. For example, the mother's voice can also be heard in the uterus, which would appear to explain why a newborn infant prefers her voice over others. Perhaps most surprising is evidence that the unborn infant may actually be learning to discriminate among some of the sounds of individual words. In an extraordinary experiment, pregnant women recited passages from children's stories each day during the last six weeks of pregnancy. For example, some women recited the first 28 paragraphs of Dr. Seuss' story *The Cat in the Hat*. Other recited the last 28 paragraphs of the same story, but with the main nouns changed so that it was about the "dog in the fog" instead of the "cat in the hat". By the time the infants were born, they had heard one of the selected stories for a total of about 3 1/2 hours.

Two or three days after the infants were born, they were permitted to suck on a special pacifier wired to record sucking rates. Sucking on the pacifier turned on a tape recording of either mother's voice or an unfamiliar woman's voice reciting either the story the infants had heard before birth or the story they had not heard previously. As in previous experiments, the infants showed by their sucking rates that they preferred their mother's voice to the stranger's. The startling finding, however, was that they also preferred the familiar story over the unfamiliar one – even when the two stories were read by the stranger.

In sum, the research which has been described challenges the view of the newborn as experiencing the

world as “buzzing, blooming confusion” as well as the view that the child enters the world as a “blank slate”. Clearly, the infant enters the world well prepared to perceive and learn.

*Rita L. Atkinson, Richard C. Atkinson, Edward E. Smith, Daryl J. Bem, Susan Nolen-Hoeksema, Carolyn D. Smith “Hilgard’s Introduction to Psychology”, Thirteenth Edition, USA, 2000, pp. 72–76*

### COMPREHENSION CHECK

**Exercise 1. Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F 1. Infants are born with all of their sensory systems functioning.
- T F 2. The visual system of the newborn is immature.
- T F 3. Infants prefer plain patterns over complex ones and patterns with straight lines over curved lines.
- T F 4. By 2 months infants focus on the outside contour of a face.
- T F 5. Newborn infants don’t respond to the sound of a loud noise.
- T F 6. Newborn infants can’t distinguish between the human voice and other kinds of sounds.
- T F 7. Infants can distinguish between speech sounds better than adults can.
- T F 8. By 8 months the child will have picked up enough information about the language.
- T F 9. Infants prefer sweet-tasting liquids over bitter ones.
- T F 10. Sweet odors cause infants to turn their head away; their heart rate and respiration accelerate.

- T F 11. When infants are 3 months old, they have good memories.
- T F 12. Infants suck more vigorously when they hear male voices.
- T F 13. Infants prefer the familiar story over the unfamiliar one.

**Exercise 2. Choose from the list below the sentence which best summarizes each part (1-7). There is one extra sentence which you do not need to use.**

- A. Infants have an ability to distinguish among smells and tastes.
- B. Newborn infants respond to different sounds.
- C. Infants enter the world well prepared to perceive and learn about the environment.
- D. Newborn infants can learn and remember early.
- E. Despite the immaturity of infants' visual system, they spend a lot of time actively looking about.
- F. Infants' preferences seem to stem from their pre-natal experience with sounds.
- G. Early cognitive development depends on sensori-motor activities.
- H. Infants are born with perceptual mechanism of human speech.

**Exercise 3. Make up questions to the following answers.**

1. \_\_\_\_\_  
at the end of the 19<sup>th</sup> century.
2. \_\_\_\_\_  
because babies cannot explain what they are doing and thinking.
3. \_\_\_\_\_  
to change the baby's environment in some way and to observe the responses.

4. \_\_\_\_\_  
at the age of 2.
5. \_\_\_\_\_  
to areas of high contrast.
6. \_\_\_\_\_  
the differences between very similar sounds.
7. \_\_\_\_\_  
a relaxed expression resembling a slight smile.
8. \_\_\_\_\_  
because there is an innate preference for the  
odor of breast milk.
9. \_\_\_\_\_  
the sensations they experience before birth.
10. \_\_\_\_\_  
because mother's voice can be heard in the ute-  
rus.
11. \_\_\_\_\_  
the view of the newborn as experiencing the  
world as "buzzing, blooming confusion".

### LANGUAGE FOCUS

**Exercise 1. Match the English word combinations in the left-hand column with the Russian equivalents in the right hand-column.**

<b>1</b>	to design some ingenious procedures	<b>A</b>	более точно определить место возникновения звука
<b>2</b>	to encounter some change in the visual field	<b>B</b>	экспериментатор изменил ситуацию
<b>3</b>	to discriminate among subtle differences in smells	<b>C</b>	сосать соску еще энергичнее
<b>4</b>	to pinpoint the location of a sound more precisely	<b>D</b>	гораздо заметнее реагировать на звуки

## Продолжение

5	a pad saturated with mother's milk	E	искусственно вскормленные младенцы
6	blank slate	F	создать оригинальные методы
7	to suck more vigorously on an artificial nipple	G	различать едва уловимую разницу в запахах
8	to show marked increase in the responsiveness to sounds	H	встретить изменение в поле зрения
9	bottle-fed babies	I	чистая доска
10	the experimenter reversed the situation	J	подушка, пропитанная материнским молоком

**Exercise 2.**

**A. Guess the meaning and give the appropriate translation of the following English terminological word combinations.**

Accommodation

absolute ~  
binocular ~  
consensual ~  
social ~

Assimilation

cultural ~  
object ~  
social ~

Arousal

drive ~  
emotional ~  
general ~  
physiological ~

Curve

action ~  
age-progress ~  
saturation ~  
survival ~

Discrimination

brightness ~  
contrast ~  
speech ~  
visual ~

Rigidity

decerebrate ~  
group~  
hypnotic ~  
muscular ~

**B. Convey the meaning of some terms above in your own words.**

**Exercise 3.**

- A. Fill in the columns with the proper derivatives of the following words whenever possible.**

Verb	Noun	Adjective
assimilate	...	...
...	conservation	...
...	...	comprehensive
detect	...	...
...	...	discriminative...
...	pinpoint	...
...	...	reverse
saturate	...	...
...	suck, sucking	...
underestimate	...	-

- B. Put a suitable word from the box above into each gap.**

1. Chimpanzees that were reared in darkness for their first 16 months could \_\_\_\_\_ light but could not \_\_\_\_\_ among patterns.
2. Freud was particularly impressed by the principle of \_\_\_\_\_ of energy which states that energy may be changed into different forms but it is neither created nor destroyed.
3. During this period, infants derive pleasure from nursing and \_\_\_\_\_ and begin to put anything they can reach into their mouths.
4. This \_\_\_\_\_ text on adult psychology draws on current theories and anecdotal evidence of the adult years.
5. This tendency to interpret things or people in a way that satisfies our motives is typical of the manner in which our mental processes operate in perception. The \_\_\_\_\_ can also happen.

6. Trying to \_\_\_\_\_ the cause of your discomfort may help you see the situation in a new light.
7. Developmental psychologists generally agree that the kinds of findings show that Piaget \_\_\_\_\_ children's abilities, and his theory has been challenged on many grounds.
8. Grasping an object each time it appears allows, according to Piaget's theory, the child to \_\_\_\_\_ its various features and properties.
9. A highly \_\_\_\_\_ color is vivid and rich, a poorly \_\_\_\_\_ one is faded and washed out.

**Exercise 4. Arrange the following words in pairs of (a) synonyms and (b) antonyms:**

- a) to accommodate, to assimilate, bland, to designate, to discriminate, to adapt, to indicate, ingenuity, permanent, to absorb, suave, prevalent, inventiveness, to distinguish, lasting, widespread;
- b) to arouse, comprehensive, curved, discriminative, noxious, to suppress, straight, to override, to saturate, uncomprehensive, undistinguished, underestimates, harmless, to dry, to estimate, to take into account

**Exercise 5.**

**A. Put the words from the box below under the following headings connected with the capacities of the newborn:**

- vision
- hearing
- taste and smell
- other words



acuity, near-sighted, an eye, bland, odor, smells, speech sounds, visual system, salty, a tone, sweet-tasting, bitter, noxious, sour, sound, liquid, a buzzer, music, focus, edges, source

**B. Complete these sentences using one of the words from the box above in each space.**

1. The human \_\_\_\_\_ consists of the eye, several parts of the brain and the pathways connecting them.
2. The \_\_\_\_\_ has an immense ability to accommodate itself to environmental conditions.
3. Visual \_\_\_\_\_ refers to the eye's ability to resolve details.
4. \_\_\_\_\_ originates from the motion, or vibration of an object.
5. Sensitivity to \_\_\_\_\_ substances is best near the front of the tongue, sensitivity to \_\_\_\_\_ substances is best on the soft palate.
6. Children try to avoid \_\_\_\_\_ substances.
7. Children reared in an environment in which people talk to them and reward them for making \_\_\_\_\_ talk earlier than children who do not receive such attention.
8. People who are \_\_\_\_\_ are unable to focus clearly on distant objects.
9. Each kind of receptor may respond to many different \_\_\_\_\_.
10. Children's ability to distinguish among \_\_\_\_\_ increases their chances of survival.

**Exercise 6. Find words in the text that mean:**

- generally or widely accepted, practiced or favored (par. 1)
- skilled in inventing or thinking out new ideas (par. 2)
- to draw milk from a breast with the mouth (par. 3)
- to come upon face to face (par. 3)
- to rouse to action, to excite (par. 4)

- |                                                       |           |
|-------------------------------------------------------|-----------|
| – to determine with precision                         | (par. 5)  |
| – to make a distinction                               | (par. 8)  |
| – having soft and soothing qualities                  | (par. 8)  |
| – harmful or injurious especially to health or morals | (par. 9)  |
| – to have or trace an origin or development           | (par. 12) |

## SPEAKING AND DISCUSSION

### Exercise 1. Answer the following questions to the text.

1. What idea was prevalent at the end of the 19<sup>th</sup> century?
2. How do developmental psychologists study the capacities of young infants?
3. What objects attract infants' attention?
4. How do infants respond to different sounds?
5. Are human infants born with perceptual mechanisms of human speech?
6. How do infants discriminate between different tastes?
7. What smells do infants prefer?
8. Why does the ability to distinguish among smells have an adaptive value?
9. What studies does evidence for early learning and remembering come from?
10. What do infants' preferences for mother's voice stem from?

### Exercise 2. Discuss the following statements with your group-mates making use of the expressions below.

From my point of view...  
As I see it ...  
As far as I can judge ...  
It must be admitted that...  
There is no denying that...  
I don't quite agree with you ...

1. Infants enter the world with all of their sensory systems functioning.
2. Infants at birth can hear all the phonetic distinctions used in the world's language.
3. Newborn infants are sensitive to many of the features of objects that adults use to distinguish one thing from another.
4. With development, infants have been found to perceive depth, objects and faces with increasing precision.

**Exercise 3. Retell the text dwelling on the following points:**

- the studies of the young infants' capacities
- infants' vision
- infants' hearing
- infants' smell and taste
- infants' learning and memory

**Exercise 4. Read the questions before the text, scan it, and try to give extended answers.**

1. How may giftedness be defined?
2. What people are considered gifted?
3. What role does nurture play in giftedness?
4. Why have many standardized tests been criticized on a variety of grounds?

Intellectual giftedness is generally indicated by an IQ of least 125 or 130. People who are extremely creative are also considered gifted, although their giftedness can be hard to identify by academic performance or standardized tests. Giftedness has been defined not only in terms of specific talents and academic abilities, but also by general intellectual characteristics (including curiosity, motivation, ability to see relationships, and long attention span) and personality traits such as leadership ability, independence and intuitiveness. In

general, gifted people are creative, innovative thinkers who are able to envision multiple approaches to a problem and devise innovative and unusual solutions to it.

Nurture plays a significant role in giftedness. Researchers comparing the behavior of parents of gifted children spend more time reading to them and encouraging creative types of play and are more involved with their schooling. They are also more likely to actively encourage language development and expose their children to cultural resources outside the home, including those not restricted specifically to children, such as art and natural history museums. The involvement of fathers in a child's academic progress has been found to have a positive effect on both boys and girls in elementary school in terms of both grades and achievement test scores. Within the family, grandparents can also play a positive role as mentors, listeners and role models. Even within a single family, giftedness can be influenced by such environmental factors as birth order, gender, differences in treatment by parents, and other unique aspects of a particular child's experiences.

Standardized intelligence tests, most often the Stanford-Binet or Wechsler tests, always play a role in assessing giftedness, even though such tests have been criticized on a variety of grounds, including an overly narrow definition of intelligence, possible racial and cultural bias, and the risk of unreliability due to variations in testing conditions. Critics have questioned the correlation of IQ scores with achievement later in life, pointing out that standardized tests don't measure many of the personal qualities that contribute to professional success, such as independence, motivation, persistence, and interpersonal skills. In addition, creativity and intuition that are hallmarks of giftedness may actually lower a person's scores on tests that ask for a single solution to a problem rather than re-

warding the ability to envision multiple solutions, a trait-called divergent thinking by psychologists, that often characterizes giftedness.

*Gale Encyclopedia of Psychology, 2<sup>nd</sup> edition, Gale Group, 2001*

**Exercise 5. Speak about a friend (acquaintance) of yours who, in your opinion, is gifted or talented, what role nurture played in his development and who had an especially positive effect on his (her) academic progress. Describe his (her) intellectual characteristics such as curiosity, motivation, long attention span and so on and personality traits (leadership ability, independence, intuitiveness), his ability to devise innovative and unusual solutions to a problem.**

**And what do you think about yourself?  
Are you gifted?**

**Exercise 6. Scan the following text and do the tasks below.**

### PIAGET'S STAGES OF COGNITIVE DEVELOPMENT

Although most parents are aware of the intellectual changes that accompany their children's physical growth, they would have difficulty describing the nature of these changes. The ways in which contemporary psychologists describe these changes have been most profoundly influenced by the Swiss psychologist Jean Piaget (1896–1980), who is widely acknowledged to be one of the century's most influential thinkers. Prior to Piaget, psychological thinking about children's cognitive development was dominated by the biological-maturation perspective, which gave almost exclusive weight to the "nature" component of development, and by the environmental-learning perspective,

which gave almost exclusive weight to the “nurture” component. In contrast, Piaget focused on the interaction between the child’s naturally maturing abilities and his or her interactions with the environment. He saw the child as an active participant in this process, rather than as a passive recipient of biological development or external stimuli. He viewed children as “inquiring scientists” who experiment with objects and events in their environment to see what will happen. The results of these experiments are used to construct **schemas** – *theories about how physical and social worlds operate*. Upon encountering a novel object or event, the child attempts to assimilate it – that is, to understand it in terms of a preexisting schema. If the new experience does not fit the existing schema, the child – like any good scientist – modifies the schema and thereby extends his or her theory of the world. Piaget called this process *accommodation*.

In the course of the work Piaget began wondering why children made the kinds of error they made. What distinguished their reasoning from that of adults? He observed his own children closely as they played, presenting them with simple scientific and moral problems and asking them to explain how they arrived at their answers. Piaget’s observations convinced him that children’s ability to think and reason progresses through a series of qualitatively distinct stages. He divided cognitive development into four major stages, each of which has a number of substages. The major stages are the sensorimotor stage, the preoperational stage, the stage of concrete operations, and the stage of formal operations.

### ***The Sensorimotor Stage***

Piaget designated the first two years of life as the **sensorimotor stage**, *a period in which infants are busy discovering the relationships between their actions and the consequences of those actions*. They discover, for

example, how far they have to reach to grasp an object and what happens when they push their dish over the edge of the table. In this way they begin to develop a concept of themselves as separate from the external world.

An important discovery of this stage is the concept of **object permanence**, the awareness that an object continues to exist even when it is not present. If a cloth is placed over a toy that an 8-month-old is reaching for, the infant immediately stops reaching and appears to lose interest in the toy. The baby seems neither surprised nor upset, makes no attempt to search for the toy, and acts as if the toy had ceased to exist. In contrast, 10-month-old will actively search for an object that has been hidden under the cloth or behind a screen. The older baby seems to realize that the object exists even though it is out of sight: thus, the infant has attained the concept of object permanence. But even at this stage, search is limited.

### ***The Preoperational Stage***

By about 1<sup>1/2</sup> to 2 years of age, children have begun to use symbols. Words can represent things or groups of things, and one object can represent another. Thus, a 3-year-old may treat a stick as if it were a horse and ride it around the room. But although 3- and 4-year-olds can think in symbolic terms, their words and images are not yet organized in a logical manner. During this preoperational stage of cognitive development the child does not yet comprehend certain rules or operations. An **operation** is *a mental routine for separating, combining, and otherwise transforming information in a logical manner*. For example, if water is poured from a tall, narrow glass into a short, wide one, adults know that the amount of water has not changed because they can reverse the transformation in their minds; they can imagine pouring the water from the short glass back into the tall glass, thereby

arriving back at the original state. In the preoperational stage of cognitive development, a child's understanding of reversibility and other mental operations is absent or weak. As a result, according to Piaget, preoperational children have not yet attained **conservation** – the understanding that the amount of a substance remains the same even when its form is changed. Thus, they fail to understand that the amount of water is conserved – that is, remains the same – when it is poured from the tall glass into the short one.

Piaget believed that preoperational thinking is dominated by visual impressions. The reliance on visual impressions is illustrated by an experiment on the conservation of number. If two rows of checkers are matched one for one against each other, young children will say, correctly, that the rows have the same number of checkers. If the checkers in one row are brought closer together to form a cluster, 5-year-olds say that there are now more checkers in the straight row – even though no checkers have been removed. The visual impression of a long row of checkers overrides the numerical equality that was obvious when the checkers appeared in matching rows. In contrast, 7-year-olds assume that if the number of objects was equal before, it must remain equal. At this age, numerical equality has become more significant than visual impression.

Another key characteristic of preoperational children, according to Piaget, is *egocentrism*. Preoperational children are unaware of perspectives other than their own – they believe that everyone else perceives the environment the same way they do. To demonstrate this, Piaget created the “three-mountain problem”. A child is allowed to walk around a table on which are arranged three mountains of different heights. Then the child stands on one side of the table while a doll is placed on the table at various locations (and therefore



has a different view of the three mountains than the child). The child is asked to choose a photograph that shows what the doll is seeing. Before the age of 6 or 7, most children choose the photograph that illustrates their own perspective on the three mountains.

Piaget believed that egocentrism explains the rigidity of preoperational thought. Because young children cannot appreciate points of view other than their own, they cannot revise their schemas to take into account changes in the environment. Hence, their inability to reverse operations or conserve quantity.

### *Operational Stages*

Between the ages of 7 and 12, children master the various conservation concepts and begin to perform other logical manipulations. They can place objects in order on the basis of a dimension such as height or weight. They can also form a mental representation of a series of actions. Five-year-olds can find their way to a friend's house but cannot direct you there or trace the route with paper and pencil. They can find their way because they know that they have to turn at certain places, but they have no overall picture of the route. In contrast, 8-year-olds can readily draw a map of the route. Piaget calls this period the **concrete operational stage**. Although children are using abstract terms, they are doing so only in relation to concrete objects – that is, objects to which they have direct sensory access.

At about the age of 11 or 12, children arrive at adult modes of thinking. This is the **formal operational stage**, in which the person is able to reason in purely symbolic terms. In one test for formal operational thinking, the child tries to discover what determines how long a pendulum will swing back and forth (its period of oscillation). The child is presented with a length of string suspended from a hook, and several weights that can be attached to the lower end. He or

she can vary the length of the string, change the attached weight, and alter the height from which the bob is released. In contrast to children who are still in the concrete operational stage – who will experiment by changing some of the variables, but not in a systematic way – adolescents of even average ability will set up a series of hypotheses and test them systematically. They reason that if a particular variable (weight) affects the period of oscillation, the effect will appear only if they change one variable and hold all others constant. If this variable seems to have no effect on the length of time the pendulum will swing, they rule it out and try another. Considering all the possibilities – working out the consequences for each hypothesis and confirming or denying these consequences – is the essence of formal operational thought.

Piaget's theory is a major intellectual achievement; it has revolutionized the way we think about children's cognitive development. However, new, more sophisticated methods of testing the intellectual functioning of infants and preschool children reveal that Piaget underestimated their abilities.

*Rita L. Atkinson, Richard C. Atkinson,  
Edward E. Smith, Daryl J. Bem, Susan  
Nolen-Hoeksema, Carolyn D. Smith  
"Hilgard's Introduction to Psychology",  
Thirteen Edition, USA, 2001, pp. 76–81*

**Task 1. Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F 1. Piaget focused on the interaction between the child's naturally maturing abilities and his or her interactions with the environment.
- T F 2. Piaget divided cognitive development into 5 major stages each of which has a number of substages.

- T F 3. During the sensorimotor stage a child differentiates the self from objects.
- T F 4. During the preoperational stage of cognitive development the child can comprehend certain rules or operations.
- T F 5. In the preoperational stage a child's understanding of reversibility and other mental operations is present and rather strong.
- T F 6. Preoperational children haven't attained conservation yet.
- T F 7. Young children believe that everyone else doesn't perceive the environment the same way they do.
- T F 8. During the concrete operational stage children can think logically about objects and events.
- T F 9. At the age of about 10 , children arrive at adult mode of thinking.
- T F 10. During the formal operational stage children can think logically about abstract propositions and test hypotheses systematically.

**Task 2. Explain and expand on the following.**

1. Piaget believed that children act as "inquiring scientists."
2. Prior to Piaget, psychological thinking about children's cognitive development was dominated by the biological maturation perspective, which gave almost exclusive weight to the "nature" component of development, and by the environmental-learning perspective, which gave almost exclusive weight to the "nurture" component.
3. Preoperational children lack conservation.
4. Piaget believed that egocentrism explains the rigidity of preoperational thought.

**Task 3. Convey the meaning of the following terms in your own words.**

Accommodation, assimilation, conservation, discrimination, egocentrism, object permanence, operation, preoperational stage, schema, sensorimotor stage, operational stages.

**Task 4. Give a summary of the text using your active vocabulary.**

**Exercise 5. Ask your partner:**

1. whether he (she) agrees or disagrees with Piaget's belief that early cognitive development depends on sensorimotor activities;
2. how children's ability to think and reason changes through a series of qualitatively distinct stages;
3. in what way children begin to develop a concept of themselves as separate from the external world;
4. what an important discovery during the sensorimotor stage is;
5. whether children comprehend certain rules or operations during the preoperational stage;
6. what the essence of formal operational thought is.

**Exercise 6. Express your opinion about Piaget's theory.**

**Exercise 7. Would you like to amaze your friends (parents, teachers) with your unusual "deductive" abilities? This is how to trick them into believing you have them.**

### ***HOW OLD IS YOUR TEACHER?***

If you look below, you'll see six sets of numbers. To determine the age of anyone ask them to indicate

which sets of figures contain his age. Then simply add the upper left hand figure in each set and you'll have the correct answer.

8 27 46	1 23 45	16 27 54
9 28 47	3 25 47	17 28 55
10 29 56	5 27 49	18 29 56
11 30 57	7 29 51	19 30 57
12 31 58	9 31 53	20 31 58
13 40 59	11 33 55	21 48 59
14 41 60	13 35 57	22 49 60
15 42 61	15 37 59	23 50 61
24 43 62	17 39 61	24 51 62
25 44 63	19 41 63	25 52 63
26 45	21 43	26 53
4 23 46	32 43 54	2 23 46
5 28 47	33 44 55	3 26 47
6 29 52	34 45 56	6 27 50
7 30 53	35 46 57	7 30 51
12 31 54	36 47 58	10 31 54
13 36 55	37 48 59	11 34 55
14 37 60	38 49 60	14 35 58
15 38 61	39 50 61	15 38 59
20 39 62	40 51 62	18 39 62
21 44 63	41 52 63	19 42 63
22 45	42 53	22 43

*"Speak out" 3/2001. Изд-во «Глосса», p. 29*

## WRITING

**Exercise 1.** Develop the following topics in written form. Make use of the active vocabulary given in brackets.

1. The child enters the world well prepared to learn and perceive (to design some ingenious procedures,

- visual acuity, to prefer patterns with curved lines, the head-turning response, to pinpoint the location of a sound, to distinguish between speech sounds, to pick up information, to discriminate between tastes, noxious odors, to suck vigorously, prenatal experience with sounds, to stem).
2. The influence of the nurture on the development of mental abilities (to assimilate ideas, to encourage ingenuity, discriminative features, to encounter difficulties, to arouse dormant faculties, the involvement in a child's academic progress).

### Exercise 2. Render the following text into English.

Понятие “способность” – широкий термин. В словаре Даля “способный” определяется как годный к чему-либо или склонный, ловкий, пригодный, умелый.

Способности рассматриваются как индивидуально-психологические особенности, которые отличают одного человека от другого, от которых зависит успех деятельности. Способности развиваются в процессе и под влиянием деятельности, которая требует от человека определенных способностей. Вне деятельности никакие способности развиваться не могут. Ключевым вопросом в изучении развития способностей является изучение влияния высшей нервной деятельности. Так например, от скорости образования и прочности условных рефлексов зависит быстрота и прочность усвоения знаний и навыков, от быстроты выработки дифференцировочного торможения на сходные раздражители – возможность тонко улавливать сходство и различие между предметами или их свойствами и т.д.

Способности различаются по качеству, широте и степени развития. По качеству, способности делятся

на математические, технические, художественные, литературные, музыкальные и т.п., по широте, различаются общие и специальные. Специальные способности являются необходимыми для успешного выполнения одного конкретного вида деятельности, например музыкальная память у музыканта. Общие способности необходимы для выполнения разных видов деятельности, например такие способности как изобретательный ум, хорошая зрительная память, способность хорошо разбираться в чем-либо, творческое воображение и другие, присущие людям многих профессий. Самой основной и распространенной является аналитико-синтетическая способность. Благодаря ей человек различает отдельные предметы или явления, выделяет главное, улавливает саму суть явления, объединяет выделенные компоненты в новом комплексе и создает что-то новое, оригинальное.

Понятно, что никакая отдельная способность не может быть достаточной для успешного выполнения деятельности. Надо, чтобы у человека было много способностей, которые находились бы в благоприятном сочетании. Поэтому, в процессе воспитания и обучения детей нельзя недооценивать их способности, а надо развивать их.

## GRAMMAR REVISION

### SHOULD, OUGHT TO

There is hardly any difference between these verbs, they are interchangeable. There is a difference in construction: *ought to* is always followed by the to-infinitive. Moral obligation or duty is more often expressed by *ought to*. It is a little stronger than *should*.

## Meanings

	Examples
1. Moral obligation	A man <b>should</b> / <b>ought to help</b> his parents when they become old.
2. Advice	You <b>should</b> be more attentive.
3. Disapproval	You <b>shouldn't</b> behave like this.
4. Criticism of the past action, disapproval	She had a strong headache yesterday, she <b>shouldn't have gone</b> out.
5. Reproach	You can't remember what I said, you <b>should have listened</b> more carefully.
6. Regret	There was an interesting lecture at the Institute yesterday. You <b>should have attended</b> it.

**Exercise 1. Analyze the meaning of the modal verb "should" and translate the sentences into Russian.**

1. Parents should spend more time reading to their children and encouraging creative types of play.
2. In order to avoid being alone you should develop a circle of friends.
3. He experienced betrayal. He shouldn't have trusted that person.
4. Children shouldn't watch much violence on TV, it leads to their aggression.
5. Most of the students who feel depressed should seek help either within the college or from outside sources.
6. The professor lectured on clinical psychology yesterday. You should have listened to him.
7. They should have chosen a more suitable time to carry out the experiment.
8. You shouldn't give rise to your negative emotions.
9. People who study a foreign language ought to know what different smiles signify in different countries.



**Exercise 2. Put “should” or “shouldn’t in the spaces. Translate the sentences into Russian.**

1. Mothers \_\_\_\_\_ look after their children.
2. A person \_\_\_\_\_ be entitled to take his or her own life without society interfering.
3. People \_\_\_\_\_ be able to obtain a better education or better medical care for their families by paying for them.
4. If you feel frightened or worried, you \_\_\_\_\_ talk to a friend about the things that are frightening or worrying you.
5. When events in one’s life seem fatal, a person \_\_\_\_\_ give way to despair.
6. Very often people perceive danger where there is none. Such fears can be detrimental to your health, so in order to relieve stress you \_\_\_\_\_ train to relax and meditate.
7. The psychologists \_\_\_\_\_ have finished their observations by the end of the week.

**Exercise 3. Complete these sentences with “should/ought to” + infinitive (or a passive form) or “should /ought to have” + Past Participle using one of the verbs.**

check   teach   eat   remember   decide   introduce give   take   repeat
-----------------------------------------------------------------------------

1. The results were completely wrong. As a scientist she \_\_\_\_\_ the experiment more carefully.
2. You \_\_\_\_\_ so much bread, now you’ve gained weight.
3. As for the question of children – to have or not to have them – each family \_\_\_\_\_ it for itself jointly.
4. Parents \_\_\_\_\_ confidence to their children and let them know they love them.

5. She failed to obtain productive results. She \_\_\_\_\_ observation.
6. Some major steps \_\_\_\_\_ to reduce the danger of drug problems.
7. Unfortunately, drug addiction has spread all over the world. Tougher laws \_\_\_\_\_ to fight the drug mafia.
8. He doesn't feel well now. He \_\_\_\_\_ to take this medicine yesterday.
9. Children \_\_\_\_\_ "the value of money".

**Exercise 4. When we give advice we often use the words "should" and "shouldn't". Now read the story and give some advice.**

Mr. Miller is a businessman. He has just had a heart attack and is now in hospital. Mr. Miller is a heavy smoker and drinks heavily too. He works very, very hard, both at the office and at home. He also worries about his work. He drives a big, comfortable car, eats large business lunches and never takes any exercise. He is married, has two lovely children, though he doesn't see them very often. The last time he had a real holiday was three years ago.

Fortunately, Mr. Miller has survived his heart attack.

Now, what's your advice to be? (Use: I think you should; I don't think you should; you shouldn't...)

*Донченко. Английский для психологов и социологов. Ростов н/Д: Феникс, 2002, с. 61*

**Exercise 5. Fill in the blanks with "must", "should" or "ought to". Use the correct form of the verb.**

1. You \_\_\_\_ (to apologize) when you saw that his feelings were hurt.
2. Growth and self-actualization \_\_\_\_\_ (to be) the criteria of psychological health.

3. Children \_\_\_\_\_ (to teach) the difference between “right” and “wrong”.
4. She grew up a very spoilt child. Her parents \_\_\_\_\_ (to indulge) her whims.
5. They \_\_\_\_\_ (to try) to develop methods which may advance their knowledge.
6. Let’s introduce new factors to him as they are. He \_\_\_\_\_ (to understand).
7. The emphasis on helpfulness \_\_\_\_\_ (to begin) at a very early age with things as simple as letting them help set the table.
8. Children \_\_\_\_\_ (to master) all levels of language – not only the proper speech sounds – but also how those sounds are combined into thousands of words.
9. He \_\_\_\_\_ (to work) at this problem now.
10. He \_\_\_\_\_ (to work) at the problem. It hasn’t been solved yet.

**Exercise 6. Fill in the blanks with “must”, “to be to”, “to have to”, “should”, “can”. Use the correct form of the verb.**

1. They \_\_\_\_\_ (to study) the subject more thoroughly. They will regret it later on.
2. Theorizing \_\_\_\_\_ (to determine) what kinds of tests will be needed.
3. We all \_\_\_\_\_ (to contend) with neurotic needs to some degree.
4. Watching television over a long span \_\_\_\_\_ seriously (to damage) children’s ability to think clearly.
5. Early training \_\_\_\_\_ (to turn) a child into any kind of adult, regardless of his or her heredity.
6. According to Vygotsky, we \_\_\_\_\_ (to know) both the actual and potential levels of development in a particular child if we are fully to understand his level of cognitive development.

7. They \_\_\_\_\_ (to show) us how to organize the work in the laboratory.
8. To study infant perception, a researcher \_\_\_\_\_ (to find) a form of behaviour through which an infant indicates what it can discriminate.
9. Stepparents \_\_\_\_\_ initially (to approach) their stepchildren as a friend and gradually get into discipline, letting the biological parent with custody take care of most of the disciplining.
10. His scores were very low. He \_\_\_\_\_ (to concentrate) on the test more.

### Exercise 7. Translate into English.

1. Вам следовало бы найти специалиста, который дал бы вам хороший совет.
2. Вам надо было проверить полученные результаты еще раз. Там, должно быть, есть ошибки.
3. Чтобы избежать проблем со сном, вам следует принять теплый душ перед сном и послушать спокойную музыку.
4. Если вы заинтересованы в поддержании вашего веса, вам следует продолжать придерживаться этой диеты.
5. Ему не следовало принимать столько снотворного вчера. Он сегодня совершенно не трудоспособен.
6. Когда поведение ребенка недопустимое, взрослым следует критиковать его поведение, а не его личность.
7. Следует особо отметить, что беременные женщины, употребляющие алкоголь в большом количестве, вероятнее всего, произведут на свет недоношенных умственно отсталых детей.
8. Взрослым следует взять на себя ответственность по защите детей от насилия.

## Unit XII

### LANGUAGE

#### APPROACHING THE TOPIC

**Discuss the following questions.**

1. What are the distinctive characteristics of language?
2. What is the difference between communication and language?

#### VOCABULARY

1. acquire, *v* – 1. приобретать; 2. достигать, овладевать (навыком и т.п.)  
acquisition, *n* – приобретение, научение  
acquisitive, *a* – 1. жадно впитывающий; 2. жадный
2. ancestor, *n* – предок, прародитель
3. appreciate, *v* – 1. оценивать, ценить, понимать; 2. ощущать, различать  
appreciation, *n* – оценка  
appreciable, *a* – 1. поддающийся оценке; 2. уместный, ощутимый
4. arbitrary, *a* – произвольный
5. babble, *v* – лепетать, бормотать  
babbling, *n* – лепетание, бормотание
6. complex, *n* – комплекс, совокупность  
complex, *a* – сложный, комплексный  
complexity, *n* – сложность
7. constitute, *v* – 1. составлять; 2. основывать, учреждать; 3. назначать
8. coo, *v* – ворковать, говорить воркующим голосом  
cooing, *n* – воркование
9. elaborate, *v* – 1. тщательно разрабатывать; 2. вырабатывать, развивать  
elaboration, *n* – 1. разработка, развитие, уточнение; 2. сложность
10. enterprise, *n* – предприимчивость, смелость, инициатива  
enterprising, *a* – предприимчивый, инициативный

11. evoke, *v* – вызывать  
 evocation, *n* – 1. вызов (духов); 2. воскрешение в памяти;  
 3. воплощение (в искусстве)  
 evocative, *a* – вызывающий воспоминания; пробуждающий чувства
12. generate, *v* – 1. порождать, вызывать; 2. производить, генерировать  
 generation, *n* – 1. поколение; 2. род, потомство; 3. порождение, зарождение  
 generative, *a* – 1. генеративный, порождающий; 2. производительный  
 generic, *a* – родовой, общий
13. momentous, *a* – важный, имеющий важное значение
14. perceive, *v* – воспринимать  
 perception, *n* – 1. восприятие, ощущение; 2. понимание, осознание  
 perceptible, *a* – воспринимаемый, ощущаемый  
 perceptive, *a* – перцептивный, воспринимающий, способный к восприятию  
 perceptivity, *n* – восприимчивость, понятливость
15. pragmatics, *n* – прагматика
16. productive, *a* – 1. производительный, продуктивный; 2. плодотворный  
 productivity, *n* – производительность, продуктивность
17. proper, *a* – 1. присущий, свойственный; 2. правильный, должный  
 property, *n* – свойство, качество
18. referent, *n* – референт
19. repetitive, *a* – повторяющийся, скучный
20. resemblance, *n* – сходство  
 resemble, *v* – иметь сходство, походить
21. semanticity, *n* – семантика
22. share, *n* – доля, часть  
 share, *v* – 1. делиться, распределять; 2. участвовать; 3. разделять (мнение, вкусы)
23. significance, *n* – 1. значение; 2. важность; 3. многозначность, выразительность  
 significant, *a* – 1. значительный; 2. важный, существенный; 3. выразительный  
 signification, *n* – значение, смысл  
 significative, *a* – значимый, указывающий на что-либо
24. signing, *n* – обозначение знаками
25. string, *v* – 1. завязывать, привязывать; 2. натягивать; 3. на-  
 низывать <> to string smth together соединять, связывать

26. utility, *n* – полезность, польза, практичность, выгодность
27. utter, *v* – 1. произносить, издавать (звук); 2. выражать словами; 3. излагать  
 utter, *a* – 1. полный, совершенный, абсолютный; 2. категоричный  
 utterance, *n* – высказывание
28. violate, *v* – 1. оскорблять; 2. тревожить, мешать; 3. нарушать, преступать; 4. применять насилие  
 violation, *n* – 1. оскорбление (чувств); 2. нарушение; 3. насилие  
 violence, *n* – 1. сила, ярость; 2. насилие; 3. оскорбление  
 violent, *a* – 1. неистовый, яростный; 2. горячий, страстный, вспыльчивый
29. vocalize, *v* – выражать голосом  
 vocalization, *n* – вокализация, применение голоса, выражение голосом  
 vocal, *a* – 1. голосовой, речевой; 2. устный, словесный; 3. звонкий гласный  
 vocality, *n* – речевая способность, вокализация, озвончение

## DEVELOPING VOCABULARY

**Exercise 1. Translate the following word combinations into Russian paying attention to your active vocabulary.**

*To acquire* a good reputation, *an acquired* taste, my most recent *acquisitions*, *acquisitive* mind, *acquisitive* of new ideas; *ancestor* worship, remote *ancestors*; *to appreciate* music keenly, *appreciation* of kindness, *appreciative* audience; *arbitrary* choice, *arbitrary* signs and symbols; cognitive *complexity*; *to constitute* oneself, *to constitute* language; *elaborate* preparations, *elaborate* communication systems, *an elaborate* excuse; to admire one's *enterprise*, man of *enterprise*, through his *enterprise*; *to evoke* a smile, *evocative* words; a creative, *generative* process, *to generate* opposition, *generations* yet unborn; *momentous* news; *perceptive* faculties, organs of *percep-*

*tion, keen perception; man of property, language properties; repetitive work/actions; no resemblance between them, to resemble somebody; shares!, to share and share alike; to attach significance to something, to be of great significance; to utter a word, public utterance, an infinite number of utterances; in a violent temper, violent conduct; to use vocalizations.*

**Exercise 2. Translate the following sentences into Russian paying attention to your active vocabulary.**

1. One of the most *significant* achievements of childhood is *the acquisition* of language.
2. Language is the most *momentous* and the most mysterious product of human mind.
3. She is in sincere *appreciation* of your valuable help. He showed *no appreciation* of my advice.
4. *Babbling* speech phonemes are produced in rhythmic, *repetitive* patterns.
5. He was a *complexity* far beyond her inadequate behaviour.
6. I am not so *constituted* that I can accept insults. These facts *constituted* links in one and the same chain.
7. It's very *enterprising* of you to try and start up business like that.
8. This store is *an evocation* of her past.
9. Prejudices are *generated* by ignorance.
10. We *perceived* him to be a man of taste.
11. These objects *resembled* each other in shape but not in colour.
12. She *shared* my troubles as well as my joys. He has a large *share* of self-esteem.
13. He gave *utterance* to his rage.
14. Chimpanzees do have *elaborate* communication systems. They use *vocalizations* and gestures to communicate messages.



**Exercise 3. Translate the following sentences into English using the indicated words from the vocabulary list.**

- |                          |                                                                                                                         |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------|
| appreciate               | 1. Он правильно <i>оценивает</i> всю опасность своего эксперимента.<br>Она тонко <i>чувствует</i> музыку.               |
| acquisition              | 2. Его работа – ценное <i>приобретение</i> для науки.                                                                   |
| enterprise               | 3. Эксперимент был проведён только благодаря его <i>инициативе</i> .                                                    |
| constitute               | 4. По какому праву вы <i>считаете себя</i> судьёй моего поведения.                                                      |
| elaborate<br>elaboration | 5. Эта тема нуждается в <i>детальном</i> изучении.                                                                      |
| evoke                    | 6. Его слова <i>вызвали в памяти</i> чувство обиды и тревоги.                                                           |
| perceptive<br>faculties  | 7. Ваша дочь одарена необычайной <i>проницательностью</i> .                                                             |
| perception               | 8. Она была тронута его сентиментальным <i>представлением</i> о дружбе и любви.                                         |
| properties               | 9. Что вы можете сказать о <i>свойствах</i> языка.                                                                      |
| generative               | 10. Использование языка – это творческий, <i>генеративный</i> процесс.                                                  |
| resemblance              | 11. Произвольная символическая ссылка означает, что не обязательно иметь <i>сходство</i> между словом и его референтом. |
| share                    | 12. Я полностью <i>разделяю</i> ваше мнение. Он <i>делил</i> с ней все тяготы жизни.                                    |
| significant              | 13. Одним из его наиболее <i>важных</i> достижений было поступление в университет на факультет психологии.              |
| violate<br>utterances    | 14. Когда порядок слов в предложении <i>нарушается</i> , <i>высказывания</i> теряют своё значение.                      |

## READING

## LANGUAGE

Language is a social process, a means of communication, which reflects a marvelously complex cognitive activity. The philosopher Suzanne Langer put it this way:

*Language is, without doubt, the most momentous and at the same time the most mysterious product of the human mind. Between the most clear animal call of love or warning or anger, and a man's least trivial word, there lies a whole day of Creation or in modern phrase, a whole chapter of evolution. (1951).*

How will we characterize this mysterious product of the human mind called language? **Language** is a large collection of arbitrary symbols that have a shared significance for a language-using community and that follow certain rules of combination (Morris, 1946). We need to make a clear distinction between *communication* and *language*. Communication is the act of transferring information from one point to another. Language, on the other hand, is a specific means of communication. You may find yourself arguing with someone who insists that animals (e.g. chimpanzees, dolphins, bees) use language. They don't. They do have elaborate communication systems. For example, chimpanzees use vocalizations and gestures to communicate messages. However, this and other animal communication systems do not qualify as a language. As we explore the definition of language and examine its properties, you will see why animal communication systems don't qualify as true languages.

Language consists of a large number of *symbols* that can be combined in an infinite number of ways to produce an infinite number of utterances. The symbols that constitute language are commonly referred to as words—labels we have assigned to concepts, or our mental rep-

representations. When we use the word *chair* as a symbol, we don't use it to label just one specific instance of a chair. We use the word as a symbol to represent our concept of chairs. As symbols, words need not stand for real things in the real world. We have words to describe objects or events that cannot be perceived, such as *ghost* or, for that matter, *mind*. With language we can communicate about owls and pussycats in teacups and a four-dimensional, time-warped hyperspace. Words stand for concepts, and we have a great number of them.

One property of all true languages is **arbitrary symbolic reference** (Gluckburg & Danks, 1975), which means that there need be no resemblance between a word and its referent. In other words, there is no requirement for using the particular symbol for a given object. You call what you are reading a book (or a textbook, to use more specific symbol). We have all agreed (in English) that *book* is the appropriate symbol for what you are reading. But we don't have to. The symbols of a language are arbitrary, but once established by common use or tradition, they become part of one's language and must be learned and applied consistently by each new language user.

To be part of a language, at least in a practical sense, language symbols need to have shared *significance for a language-using community*. That is, people have to agree on both the symbols used in a language and what those symbols mean. This refers to the property of language known as **semantics** which refers to the meaning that words take on in language. Because language has semantics it can be used as a social enterprise.

The final part of our definition tells us that the symbols of a language must follow certain *rules of communication*. What this means is that language is structured or rule-governed. It is used to communicate ideas and to

share our thoughts and feelings with others. Of course, there are ways of communicating that do not involve language. What makes language use a special form of communication is the fact that it is governed by rules of combination. For one thing, there are rules about how we can and cannot string symbols together in language. In English we say, "The small boy slept late." We do not say, "Slept boy late small the." Well, we could say it, but no one will know for sure exactly what we mean by it. The utterance violates the rules of combination in English. When the rules of language are violated, utterances lose their meaning, and the value of language as a means of communication is lost.

Even with this complex definition of language, a few points are left out. For one, using language is a remarkably *creative, generative process*. This refers to the property of language known as **productivity**. Productivity means that with a limited number of language symbols, we can express an infinite number of ideas. Nearly everything we say is something we've never said before. It's unlikely, for example, that you have ever before read a sentence just like this one. Almost every time we use language, we use it in a new and creative way, which emphasizes the importance of the underlying rules, or structure, of language. Another property of language is **displacement**, the ability to communicate about "the not here and the not now." We can use language to talk about yesterday's lunch and tomorrow's class schedule. We can talk about things that are not here, never were, and never will be. Language is the only form of communication that allows us to do so.

Finally, language and speech are not synonymous terms. Speech is one way in which language is expressed as behaviour. There are others, including writing, coding (as in Morse code), or signing (as in American Sign Language).

The properties of language we have reviewed give language its unique qualities and set language apart from

animal communication systems. No animal communication system known has the properties of language we just described. For example, chimpanzee vocalizations and gestures have specific meaning (not arbitrary symbolic reference). They also cannot be combined to express an infinite number of ideas (they lack productivity), and they refer only to the here and not there (there is no capacity for displacement). Thus, although animals communicate with one another, they do not have true language.

*Psychology: An Introduction. Gerow J., Bordens K., Carrollton, USA, 2000, pp. 296–298*

### COMPREHENSION CHECK

**Exercise 1.** Say whether these statements are true (T) or false (F), and if they are false, say why.

- T F 1. Language is a large collection of arbitrary symbols that is of great significance for a language – using community.
- T F 2. All animal communication systems qualify as a language.
- T F 3. Arbitrary symbolic reference is the property of human language which means that there need be some resemblance between a word and its reference.
- T F 4. Semanticity is the property of human language that gives language its meaning.
- T F 5. Productivity is the property of language which means that it isn't possible to produce an unlimited number of utterances with a limited number of speech sounds.
- T F 6. Displacement is the property of language which allows us to refer to the past and future and not just the present.

- T F 7. Language and speech are synonymous terms.
- T F 8. Any animal communication system has the properties of language.

**Exercise 2. Read the text again, divide it into logical parts, and give names to each of them.**

**Exercise 3. Make up questions to the following answers.**

1. \_\_\_\_\_  
Language is a means of communication.
2. \_\_\_\_\_  
Communication is the act of transferring information from one point to another.
3. \_\_\_\_\_  
Chimpanzees use vocalization and gestures to communicate messages.
4. \_\_\_\_\_  
These are utterances.
5. \_\_\_\_\_  
No, there is no requirement for using a particular symbol for a given object.
6. \_\_\_\_\_  
The symbols of a language are arbitrary.
7. \_\_\_\_\_  
Semanticity refers to the meaning that words take on in language.
8. \_\_\_\_\_  
Language is structured or rule-governed.
9. \_\_\_\_\_  
Utterances lose their meaning.
10. \_\_\_\_\_  
The properties of language give language its unique qualities and set it apart from animal communication systems.

## LANGUAGE FOCUS

**Exercise 1. Match the words in the left-hand column with the definitions in the right-hand column.**

1.	language	a.	act of transferring information from one point to another
2.	property	b.	process by which we become aware of something
3.	utterance	c.	means of communication
4.	communication	d.	significant
5.	perception	e.	act of forcing out of usual place
6.	arbitrary	f.	something that is said
7.	elaborate	g.	stated quality
8.	momentous	h.	likeness
9.	vocalize	i.	power of being effective
10.	resemblance	j.	work out
11.	productivity	k.	based on personal opinion than facts
12.	displacement	l.	say or sing

**Exercise 2.**

**A. Guess the meaning and give the appropriate translation of the following English terminological word combinations:**

complex: cognitive ~, chromosome ~, culture ~, fear ~, inferiority ~, superiority ~;

complexity: cognitive ~;

elaboration: primary ~, secondary ~;

generation: filial ~, parental ~, rising ~, sexual ~, succeeding ~;

perception: associated ~, binocular ~, depth ~, intersensory ~, time ~;

productivity: ~ of labour;

property: additive ~, functional ~, kinetic ~, physical ~, spectral ~;

resemblance: physical ~, remote ~, superficial ~, vague ~;

significance: biological ~, diagnostic ~, physiological ~, statistical ~;

utility: marginal ~, subjective ~;

violation: ~ of order, ~ of rule;

vocalization: socialized ~.

**B. Convey the meaning of some terms above in your own words.**

**Exercise 3.** Fill in the columns with the proper derivatives of the following words whenever possible.

Verb	Noun	Adjective
acquire	...	...
...	...	appreciable
...	elaboration	...
evoke	...	-
...	generation	...
...	...	perceptible
produce	...	...
...	resemblance	-
...	...	significant
utter	...	...
...	violation	-
vocalize	...	...

**Exercise 4.** Put the words from the following list into the gaps making necessary changes whenever necessary.

Property, arbitrary, elaborate, displacement, signing, communication, social, referent, resemblance, productivity, enterprise, shared



1. Language symbols need to have \_\_\_\_\_ significance.
2. We need to have a clear difference between \_\_\_\_\_ and language.
3. Animals have \_\_\_\_\_ communication systems.
4. The symbols of a language are \_\_\_\_\_.
5. Because of its semanticity language can be used as a social \_\_\_\_\_.
6. Chimpanzees have no capacity for \_\_\_\_\_.
7. \_\_\_\_\_ means that we can produce a great variety of ideas with a limited number of language symbols.
8. Other ways of expressing language include writing, coding, and \_\_\_\_\_.
9. This \_\_\_\_\_ means that there need be no \_\_\_\_\_ between a word and its \_\_\_\_\_.
10. Language is a \_\_\_\_\_ process.

**Exercise 5. Arrange the following words in pairs of (a) synonyms and (b) antonyms:**

- a) quality, to appreciate, initiative, resemblance, elaborate, to arouse, boring, similarity, momentous, productivity, to evaluate, use, complicated, property, enterprise, efficiency, repetitive, significant, utility, to evoke;
- b) arbitrary, complex, insignificant, definite, without detail, easy, observance, gesture, to share, violation, significant, to keep it to oneself, elaborate, vocalization.

## SPEAKING AND DISCUSSION

**Exercise 1. Answer the following questions on the text.**

1. What is language?
2. Why is language called a remarkably generative process?

3. How does it differ from communication?
4. What is arbitrary symbolic reference?
5. What is semanticity?
6. What do we call productivity?
7. What is displacement?
8. Does any animal communication system have productivity?
9. Why do chimpanzees lack productivity?
10. Do animals have a true language?

**Exercise 2. Retell the text using your active vocabulary.**

**Exercise 3. Give a summary of the text.**

**Exercise 4. Scan the text and do the tasks below.**

### LANGUAGE ACQUISITION

One of the most significant achievements of childhood is the acquisition of language. Few, if any, cognitive skills can compare to language use in complexity and utility. Language acquisition is nothing short of miraculous. Think about it for a moment. When you were a newborn you had no capacity for language production. The only way you could communicate was through crying. Over the course of the first year you began to modify your crying pattern to communicate different messages (hunger, anger, pain). You eventually began making speech sounds (cooing) and began stringing them together (babbling). By the time you were one year old, you used your first word. By eighteen months you were stringing two words together into simple (although grammatically incorrect) sentences. By the time you were five years old, you had mastered most of the complexi-

ties of language and were a proficient language user. In five short years you acquired language.

It is important to understand that you did not specifically set out to “learn language,” as you would in your college Spanish or French class. Instead, you set out to learn how to communicate with other members of your species. The way humans communicate is through a structured, rule-governed language. In order to fit in with other humans and adapt to your world you had to learn to communicate. Along the way, you learn language.

### **What Happens in Language Acquisition**

Infants create sounds spontaneously. They come into the world with a cry and make noise with regularity forever after. At about the age of six months, random cries and noises are replaced by the more regular sounds of babbling. **Babbling** is the production of strings of phonemes which begins somewhere between four and six months of age (Shaffer, 1999). Babbling occurs in repetitive, rhythmic patterns, such as “ma-ma-ma” or “lu-lu-nah-nah.” All babies babble in the same way for the first six months of the babbling period. An adult cannot distinguish the babbling of a Chinese infant from that of a Greek or an American infant. This shows that the onset of babbling is related to the maturation of the infant’s brain. However, the course of babbling is related to the language environment to which the infant is exposed. Eventually, phonemes that are not part of the native language are dropped, and babbling of babies from different language environments begins to sound different.

Another piece of evidence that the onset of babbling is maturational comes from the fact that congenitally deaf infants begin to babble at the same time as hearing infants, and that their early babbling is indistinguishable from hearing infants. However, the babbling of the deaf infant begins to fall off just as the babbling of the

hearing infant reaches its peak. Deaf babies also “babble” with their fingers and hands. These motions are meaningless, but are the basis for what will later become (for many of them) their native sign language.

Does the frequency and nature of babbling relate to later language acquisition? Strictly speaking, there is virtually no relationship between how frequently and what an infant babbles and the later acquisition of the verbal aspects of language. However, during the babbling period infants learn about important nonverbal aspects of language such as control of attention, turn taking, and beginning and ending a conversation. Parents often engage their infants in face-to-face “interactions” during which the parent says something to the infant and waits for the response from the infant. The infant responds with babble, and the parent waits while the infant babbles. The parent will then respond to the infant. It is through these early face-to-face language sessions that the infant begins to learn about the nonverbal aspects of language.

The acquisition of vocabulary follows soon after babbling begins. In all cases, comprehension, or understanding, comes before production. Children understand and respond appropriately to the meaning of utterances long before they are able to produce those utterances themselves. A child’s first word or two usually appears at about the age of one (parents often argue that the onset of speech is earlier, but independent observers often fail to confirm what may be parental wishful thinking). Once begun, word acquisition is remarkable. A one-year-old may produce only two or three words. By the age of two, word production is up to 50. In terms of comprehension, by age two, a child understands 200 to 300 words; by age three, over 1,000; and by age six, between 8,000 and 14,000 words (Benedict, 1979; Brown, 1973; Carey, 1978).

Describing the development of syntactic rules in children has proven difficult. As linguists began to under-

stand the rules of adult language, it seemed reasonable to look for the same rules in the language of children. What soon became apparent was that the syntax of adult forms of language does not emerge until long after children have begun stringing words and morphemes together in utterances. Even though we do not find adult structures or rules in the language use of young children, they still use language in a rule-governed way. In other words, children do not speak adult language badly; instead, their language follows its own rules (e.g., Radford, 1990).

The first use of vocalization as language is called **holophrastic speech** – the use of just one word to communicate a range of intentions and meanings dependent on gestures, intonation, and so on. Before this stage a child may produce words, but only as a naming exercise. Words are used as labels for concepts and nothing else. With holophrastic speech, individual words are used to communicate a range of possibilities. Imagine it yourself. Picture a young child sitting in a high chair. Can't you just see how the utterance *milk* could be used to communicate such things as "I want my milk!" or "Uh-oh, I dropped my milk," or "Yuck, not milk again."

Around eight months, the child begins to produce simple sentences comprising two words. When carefully analyzed, these utterances are very regular, as if they were being put together according to strict rules. Given an understanding of the words *big* and *little* and many nouns, a child may say, "big ball," "big plane," "big doggie," "little stick," or "little cup." What is interesting is that the child will never reverse this word order. He or she will not say "ball big" or "cup little" (Braine, 1976).

During and immediately after the two-word stage a child's language is known as telegraphic speech, which is spoken language consisting of short sentences resembling a telegram. In **telegraphic speech** the child uses *content words* that convey meaning. Content words include nouns, verbs, and adjectives. The child drops *func-*

*tion words* from their telegraphic sentences. Function words include articles, prepositions, and conjunctions. We hear children say such things as “want ball” rather than “I want ball” or “throw *the* ball.” The simple sentence “want milk” conveys meaning to the listener efficiently. Imagine a parent’s confusion if the child said, “I want.”

At roughly 2.5 years of age, language use expands at an explosive rate. There really is no noticeable three-word or four-word stage of development. Phrases are lengthened, noun phrases first, so that “Billy’s ball” becomes “Billy’s red ball,” which soon becomes “Billy’s red ball that Mommy got at the store.” When children are ready to begin grade school, at age six, they demonstrate both the understanding and the production of virtually every acceptable type of sentence structure in their language.

*Op. cit. pp. 301, 302*

**Task 1. Say whether these statements are true (T) or false (F), and if they are false, say why.**

- |     |    |                                                                                                             |
|-----|----|-------------------------------------------------------------------------------------------------------------|
| T F | 1. | Language acquisition is miraculous.                                                                         |
| T F | 2. | Over the course of the first year an infant modifies its crying pattern to communicate a message of hunger. |
| T F | 3. | An infant uses the first word at the age of one.                                                            |
| T F | 4. | An infant can string two words together into simple grammatically correct phrases.                          |
| T F | 5. | At the age of four an infant acquires language.                                                             |
| T F | 6. | Infants create speech sounds spontaneously.                                                                 |
| T F | 7. | Babbling is the production of speech phonemes in rhythmic, repetitive patterns.                             |
| T F | 8. | Holophrastic speech is the use of just one word to communicate a range of meanings.                         |

- T F 9. When children are ready to go to school, they demonstrate the understanding and the production of every acceptable type of sentence.

**Task 2.** Ask 6 special questions to the text while your partner will answer them.

**Task 3.** Develop the idea of the text using the vocabulary.

**Task 4.** Give a summary of the text.

**Exercise 5.** Choose one of the following topics connected with *language* and prepare a report on it.

1. The distinctive characteristics of language.
2. Language and communication.
3. The properties of language.
4. Language acquisition.

## WRITING

**Exercise 1.** Write a short summary of the report you have made.

**Exercise 2.** Render the following text into English.

## ОБЩЕНИЕ И ЯЗЫК

Язык является средством общения. Он обеспечивает коммуникацию между общающимися, потому что его понимает как тот, кто сообщает информацию, кодируя её в значениях слов, отобранных для этой цели, так и тот, кто принимает эту информацию,

декодируя её, то есть расшифровывая эти значения и изменяя на основе этой информации своё поведение.

Человек, адресующий информацию другому человеку (коммуникатор), и тот, кто её принимает (реципиент) для осуществления целей общения и совместной деятельности, должны пользоваться одной и той же системой кодификации и декодификации системы значений, т.е. говорить “на одном языке”. Если коммуникатор и реципиент используют различные системы кодификации, то они не могут добиться взаимопонимания и успеха в совместной деятельности. Библейская легенда о строительстве вавилонской башни, сорвавшемся вследствие неожиданного “смещения языков” строителей, отражает факт невозможности взаимодействия при блокировании процессов кодификации и декодификации, так как говорящие на разных языках люди не могут договориться друг с другом, что делает совместную деятельность неосуществимой. Обмен информацией становится возможным, если значения, закреплённые за используемыми знаками (словами, жестами, иероглифами и т.д.), известны участвующим в общении лицам.

Значение – это содержательная сторона знака как элемента, опосредствующего познание окружающей действительности. Подобно тому, как орудие опосредствует трудовую деятельность людей, знаки опосредствуют их познавательную деятельность и общение.

Язык как средство накопления и передачи общественного опыта возник в процессе труда и начал развиваться ещё на заре доклассового общества. Для передачи друг другу существенно значимой информации люди стали пользоваться членораздельными звуками, за которыми закреплялись определённые значения.

Пользоваться членораздельными звуками для общения было удобно, особенно в тех случаях, когда



руки были заняты предметами и орудиями труда, а глаза обращены на них. Передача мыслей посредством звуков была удобна и на значительном расстоянии между общающимися, так же как в темноте, в тумане, в зарослях.

В общении человек постоянно учится отделять существенное от несущественного, необходимое от случайного, переходить от образов единичных предметов к устойчивому отражению их общих свойств в значении слов, в котором закрепляются существенные признаки, присущие целому классу предметов и тем самым относящиеся и к конкретному предмету, о котором идёт речь. Говоря “газета”, мы имеем в виду не только тот газетный лист, который держим в руках, но тем самым указываем, к какому классу предметов относится данный предмет, принимая во внимание его отличие от другой печатной продукции и т.д.

Слова имеют определённое значение, т.е. некую отнесённость к предметному миру. Когда преподаватель применяет то или иное слово, то и он, и его слушатели имеют в виду одно и то же явление, и у них не возникнут недоразумения. Система значений развивается и обогащается на протяжении всей жизни человека, и её целенаправленное формирование – центральное звено как среднего, так и высшего образования.

*Петровский А.В. Введение в психологию. М.:  
Издательский центр «Академия», 1995, с. 283, 284*

## GRAMMAR REVISION

### The Emphatic Sentences

In emphatic sentences a chosen word or expression is emphasized by a kind of grammatical trick:

- a) by using the construction “it is (was)...that (who, whom, whose, when, where)”.  
e.g. It is **this energy** that is defined as the ability to do work.  
It is only **by this method** that the most precise knowledge of human behaviour can be obtained.
- b) by using the verb “to do” in a proper form before the principal verb in an affirmative sentence.  
e.g. Various contacts with other people and the environment **do** help the child develop an adaptable personality.
- c) by changing the word order.  
e.g. **Never have** we received such results before.  
**Who I was** I have got no idea.  
**In 1958** they went to Australia.  
On no account **must they** be let in.  
The door opened and **in she came**.  
**What I am going to do next** I don't know.

Emphatic sentences are translated into Russian by using the words «именно», «как раз», «только», «действительно» and so on. In item “a” the relative pronouns “who, whom, etc.” or conjunctions “where, when” are omitted while translating.

e.g. It is the subject's activity that underlies the development of abilities.

Именно деятельность испытуемого лежит в основе развития его способностей.

**Exercise 1. Translate the following sentences into Russian paying special attention to the emphatic construction in them.**

1. It was Vygotsky who originated the principle of historicism, i.e. the study of psychological processes in their developmental context.
2. In memory it is not only the sounds of items which are being remembered that are important, but also their meanings.

3. It is due to that investigation that the experimental study of hearing has been started.
4. It is seldom that this response can be measured by direct method.
5. It is being alone that he likes.
6. Sensations do play a very important role in human life.
7. It is motivation that can not be studied directly.
8. In humans and in higher animals the most important cortical centres for the solution of certain kinds of problems do appear to be the frontal roles.
9. Some of the musicians do play from the heart.
10. Not only is she one of the most incredible singers in recent memory, she has also got an amazingly eccentric personality.

**Exercise 2. Answer these questions using “it is” or “it was” with the words given in brackets.**

1. Is the environment a primary source of influence during childhood? (parents)  
No, ...
2. Is he usually nervous with people unless he knows them well? (she)  
No, ...
3. Are you seldom at ease in a large group of people? (he)  
No, ...
4. Do you try to avoid formal social occasions? (she)  
No, ...
5. Is a great amount of stimulation necessary for normal functioning for human beings? (a certain amount)  
No, ...
6. Did she have any difficulty in giving shape to her ideas? (we)  
No, ...

7. Is the physical environment a major factor in shaping personality (the culture)  
No, ....
8. Are you going to make this experiment today? (tomorrow)  
No, ....
9. Does your lecture in general psychology begin at 8.30? (9.00).  
No, ....
10. Do fathers play roles characterized by affection and emotional support? (mothers)  
No, ....

**Exercise 3. Translate the following sentences into English using the emphatic constructions.**

1. Именно путём сравнения с другими культурами мы узнаем, что виды поведения, которые мы безоговорочно принимаем как универсальные, на самом деле специфичны только для нашей культуры.
2. Он действительно запомнил пять предметов с первого предъявления.
3. Что мне нравится – это работать с людьми.
4. Ей без сомнения удалось справиться с гневом.
5. Некоторые авторы искренне считают, что адекватная тревожность может даже стимулировать успехи студента.
6. Он определённо никогда не получал таких результатов раньше.
7. Что ему нравится меньше всего – это нести ответственность.
8. Ему на самом деле не хватает терпения.

**Exercise 4. Complete the following emphatic sentences.**

1. It was he who ....
2. It is in ... that ....

3. It is from ... that ....
4. It was she who.....
5. It is not until July that ....
6. It was Sigmund Freud who ....
7. It is due to that investigation that ....
8. It is only by this method that ....
9. It was Vygotsky who ....
10. It's the subject's activity that ....

**Exercise 5. Change the following sentences into the emphatic ones.**

1. Language is a means of communication.
2. The process of perception applies to the whole range of sensations.
3. We tend to perceive things as we need or want to be rather than as they are.
4. Psychologists begin to view man as an active creature.
5. She continued to be influenced by his past experience.
6. The shock causes the animal to make the unconditioned response.
7. We acquire knowledge by means of learning.
8. Learning influences our ability to recall our past experiences.
9. Most people find it very difficult to change their pattern of thinking.
10. Some experimenters have found that anxiety makes subjects take longer to react.

## Unit XIII

### SOCIAL INTERACION AND INFLUENCE

#### APPROACHING THE TOPIC

**Discuss the following questions.**

1. How do we form our impressions of people and come to interpret their actions?
2. What determines whom we like, love, dislike, are indifferent to or even hate?
3. How do we influence one another?
4. What are the problems of the youth?
5. What are the reasons of misunderstanding between different groups of people (parents, friends, peers, teachers, etc.)?

#### VOCABULARY

1. allegiance, *n* – верность, преданность, лояльность
2. coercion, *n* – 1. сдерживание, обуздание; 2. принуждение; 3. физическое давление, сжатие  
coerce, *v* – 1. удерживать, сдерживать; 2. заставлять, принуждать сделать что-либо  
coercive, *a* – принудительный
3. compliance, *n* – 1. согласие; 2. уступчивость; 3. угодливость  
comply, *v* – 1. исполнять; 2. подчиняться; 3. уступать, соглашаться  
compliant, *a* – 1. податливый, уступчивый; 2. угодливый
4. conformity, *n* – 1. соответствие, согласованность; 2. подчинение  
conform, *v* – 1. согласовывать, соответствовать; 2. приспособливать(-ся); 3. подчиняться  
conformable, *a* – 1. соответствующий; 2. подчиняющийся, послушный
5. delinquency, *n* – 1. преступность; 2. правонарушение, проступок  
delinquent, *n* – правонарушитель, преступник  
delinquent, *a* – виновный, провинившийся

6. discard, *n* – 1. сбрасывание; 2. что-либо ненужное  
discard, *v* – 1. сбрасывать; 2. отбрасывать (за ненужностью), отвергать, отказываться
7. disparagement, *n* – 1. пренебрежение, недооценка, умаление; 2. унижение достоинства  
disparage, *v* – 1. относиться с пренебрежением, недооценивать; 2. унижать, принижать  
disparaging, *a* – пренебрежительный, умаляющий достоинство  
disparagingly, *adv* – пренебрежительно, в невыгодном свете
8. explicit, *a* – ясный, точный, определенный, недвусмысленный
9. foreclosure, *n* – предидентичность  
foreclose, *v* – предрешать вопрос
10. identification, *n* – идентификация, установление подлинности, отождествление, опознание  
identity, *n* – 1. идентичность; 2. подлинность; 3. личность  
identify, *v* – 1. отождествлять, идентифицировать; 2. устанавливать, определять
11. inducement, *n* – 1. побуждение, стимул  
induce, *v* – 1. побуждать, воздействовать на кого-л.; 2. вызывать, причинять, стимулировать  
induced, *a* – 1. вынужденный; 2. вызванный
12. inoculation, *n* – 1. прививка; 2. *перен.* внедрение (мыслей, идей и т.п.)  
inoculate, *v* – 1. делать прививку; 2. *перен.* вселять, насаждать, внушать  
inoculative, *a* – прививочный
13. mandate, *n* – 1. мандат; наказ; 2. доверенность, поручение  
mandate, *v* – предписывать  
mandatory, *a* – 1. мандатный; 2. обязательный, принудительный
14. monitor, *n* – 1. староста; 2. советник, наставник  
monitor, *v* – 1. контролировать; 2. наставлять, советовать  
monitorial, *a* – 1. относящийся к обязанностям старосты; 2. увещательный, наставительный
15. oscillation, *n* – качание, колебание  
oscillate, *v* – 1. качаться, колебаться; 2. двигаться взад и вперед  
oscillating, *a* – 1. качающийся, колеблющийся; 2. двигающийся взад и вперед
16. persuasion, *n* – 1. убеждение, мнение; 2. убежденность; 3. вероисповедание

- persuade, *v* – убеждать, склонять, уговаривать  
persuasive, *a* – убедительный
17. postponement, *n* – откладывание, отсрочка; перенос  
postpone, *v* – откладывать, отсрочивать
18. prematurity, *n* – 1. преждевременность, раннее развитие;  
2. поспешность  
premature, *a* – 1. преждевременный; 2. поспешный, необдуманный  
prematurely, *adv* – 1. преждевременно; 2. поспешно
19. premium, *n* – награда, премия, вознаграждение
20. profound, *a* – 1. глубокий, основательный; 2. проникновенный; 3. полный, совершенный, абсолютный  
profoundly, *adv* – глубоко, серьезно
21. qualification, *n* – 1. ограничение, изменение; 2. условие, оговорка
22. resolve, *n* – 1. решение, намерение; 2. решительность, смелость  
resolve, *v* – 1. решать, принимать решение; 2. разрешать (сомнения), устранить (неясность); 3. разлагать (на составные части)  
resolved, *a* – 1. решительный, твердый; 2. обсужденный, урегулированный
23. settle (on), *v* – договориться о чем-либо
24. substantive, *a* – 1. реальный, существующий, действительный; 2. значительный, довольно большой
25. supervision, *n* – надзор, наблюдение  
supervisor, *n* – 1. надсмотрщик, надзиратель; 2. инспектор, методист (по какому-л. предмету)  
supervise, *v* – 1. наблюдать, надзирать; 2. заведовать  
supervising, *a* – наблюдающий, надзирающий  
supervisory, *a* – контролирующий, наблюдательный
26. sustain, *v* – 1. поддерживать; 2. придавать силы, подкреплять; 3. переносить, испытывать  
sustaining, *a* – 1. поддерживающий; 2. подкрепляющий, питательный, калорийный
27. trustworthiness, *n* – надежность  
trustworthy, *a* – надежный, заслуживающий доверия
28. unintentional, *a* – ненамеренный, случайный  
unintentionally, *adv* – неумышленно, нечаянно
29. unwitting, *a* – невольный, непреднамеренный, нечаянный
30. versus, *prep* – против, в противовес



## DEVELOPING VOCABULARY

**Exercise 1. Translate the following word combinations into Russian paying attention to your active vocabulary.**

Absolute *allegiance*, firm *allegiance*, to pledge *allegiance*, to declare *allegiance*, to abandon *allegiance*; base *compliance*, *in compliance* with request, *to comply* with smb.'s wish, *to comply* with rules; *to conform* to the specifications, *to conform* to fashion, *to conform* to the sanitary regulations, *in conformity* with instructions; infant *delinquency*, international *delinquency*, juvenile *delinquent*; *explicit* assurances, *explicit* consent, *explicit* answer, to be quite *explicit*; *identification* card, *identification* mark, *to identify* by the map, *to identify* a person, *to identify* oneself with smb.'s view; to be *inoculated* against smth., *to inoculate* smb. with wisdom, *to be inoculated* with the poison of jealousy, *inoculative* material; by force of *persuasion*, the art of *persuasion*, private *persuasion*, *to persuade* smb. of smth., *persuasive* speech; to put a *premium* on smth., at a *premium*; *profound* intelligence, *profound* changes, *profound* sympathy, *profound* rest, *profound* ignorance, *profound* sleep, to regret *profoundly*; the *qualification* of smb.'s privilege, to use a term without *qualification*, to assert smth. without any *qualification*, to promise smth. without *qualification*; to *sustain* smb.'s hopes, *to sustain* injuries, *to sustain* a defeat, *sustaining* power, *sustaining* food.

**Exercise 2. Translate the following word combinations into English paying attention to your active vocabulary.**

По принуждению, принудить кого-либо сделать что-либо, добиться послушания, методы принужде-

ния; *отвергнуть* гипотезу, перестать знаться со старыми друзьями, отвергнуть кого-либо; служить *стимулом* для чего-либо, как стимул к работе, поставить что-либо под сомнение, вынудить кого-либо сделать что-либо, подвергаться чьему-либо давлению, воздействию; система *мандатов*, мандатные полномочия, принудительное увольнение из армии, обязательное военное обучение; период *колебаний*, колебания в цене, колебаться между двумя мнениями, нерешительный характер; *отложить* конференцию, перенести встречу, отложить свадьбу, отсрочить платеж; *преждевременные* роды, преждевременная смерть, преждевременное облысение, поспешное решение, недоношенный ребенок; принять *решение*, не отступать от своего решения, принять твердое решение, решиться на что-либо, разложить что-либо на составные части, люди с решительным характером; под *наблюдением* кого-либо, под надзором полиции, контрольный орган, классный руководитель; *невольно* оскорбить кого-либо, непреднамеренный поступок, ненамеренное сокрытие фактов; *случайная* ошибка, неумышленное действие, незнающий, не ведающий ни о чем человек.

**Exercise 3. Translate the following sentences into English using the indicated words from the vocabulary list.**

- |              |                                                                               |
|--------------|-------------------------------------------------------------------------------|
| to comply    | 1. Угрозы, приказания, мольбы были напрасны: он <i>не соглашался</i> .        |
| to conform   | 2. Его интерпретация фактов <i>идет вразрез</i> с общепринятой точкой зрения. |
| to discard   | 3. Летом мы <i>сбрасываем</i> теплую одежду.                                  |
| to foreclose | 4. Бесполезно пытаться <i>предрешишь</i> результаты обсуждения.               |
| to identify  | 5. Их вкусы всегда <i>совпадают</i> .                                         |

- to oscillate 6. Каждый месяц он *ездил из* Оксфорда *в* Лондон *и* *обратно*.
- persuasion 7. Они *принадлежат* к одному *вероисповеданию*.
- to resolve 8. Мы призваны *решить* эту важную и трудную проблему.
- qualification 9. Они приняли мое предложение с некоторыми *поправками*.
- to sustain 10. Эти условия *не пригодны* для жизни.

## READING

### SOCIAL INTERACTION AND INFLUENCE

Social psychology is the study of how people think and feel about their social world and how they interact and influence one another. Social psychologists trying to answer these questions begin with the basic observation that human behavior is a function of both the person and the situation. Each individual brings a unique set of personal attributes to a situation, leading different people to act in different ways in the same situations. But each situation also brings a unique set of forces to bear on an individual, leading him or her to act in different ways in different situations. While forming impressions of other people we should take into account not only the first information we receive, but be able to perceive new data. Stereotypes also influence our behavior and social interactions. Attitudes which are likes and dislikes – favorable or unfavorable evaluations of and reactions to objects, people, events or ideas, help us make sense of the world, express our values or reflect our self-concepts, help us feel that we are part of a social community, protect us from anxiety or threats to our self-esteem and even enable us to predict a person's future behavior. There are a lot of

things that can affect us. We are influenced by social norms, implicit rules and so on.

To most people the term **social influence** connotes *direct and deliberate attempts to change our beliefs, attitudes, or behaviors*. Parents attempt to get their children to eat spinach; television commercials attempt to induce us to buy a particular product, vote for a particular candidate; a religious cult attempts to persuade a person to abandon school, job, or family and serve a “higher” mission.

We react to such social influences in many ways. In some cases – termed **compliance** by psychologists – we comply with the wishes of *the influencer but do not necessarily change our beliefs or attitudes*. For example, the child eats spinach but may continue to dislike it. In other cases, termed **internalization**, *we are convinced that the influencer is correct and change our beliefs and attitudes*. And in some cases we resist the influence, possibly even showing overt rebellion.

But many forms of social influence are indirect and unintentional; for example, just being with other people can affect us in diverse ways. Even when we are alone we continue to be influenced by **social norms** – *implicit rules and expectations that dictate what we ought to think and how we ought to behave*; these range from the trivial to the profound. Social norms tell us to face forward when riding in an elevator and how long we can gaze at a stranger before being considered rude. More profoundly, social norms can create and maintain racism, sexism, or homophobia. As we will see, compliance with orders or requests often depends on our unwitting allegiance to social norms.

Social interaction and influence are central to communal life. Cooperation, altruism, and love all involve social interaction and influence. Most studies of conformity and obedience focus on whether or not individuals overtly comply with the influence. In everyday life, however, those who attempt to influence us usually want to change our private attitudes, not just our

public behaviors, to obtain changes that will be sustained even after they are no longer on the scene. As noted such change is called internalization. Certainly the major goal of parents, educators, clergy, politicians and advertisers is internalization, not just compliance. In general, internalization is obtained by an influence source who either (a) presents a persuasive message that is itself compelling or (b) is perceived as credible, as possessing both expertise and trustworthiness. We are going to examine influence that persuades rather than coerces.

Intensive research began in the late 1940s at Yale University, where investigators sought to determine the characteristics of successful persuasive communicators, successful communications, and the kinds of people who are most easily persuaded. As research on these topics continued over the years, a number of interesting phenomena were discovered but few general principles emerged. The results became increasingly complex and difficult to summarize, and every conclusion seemed to require several "it depends" qualifications. Beginning in the 1970s, however, interest in information processing gave rise to theories of persuasion that proved a more unified framework for analyzing persuasive communication.

Among the new approaches were several variations of cognitive response theory. This theory proposes that persuasion induced by a communication is actually self-persuasion produced by the thoughts that the person generates while reading, listening to, or even just anticipating the communication. These thoughts can be about the content of the communication itself or about other aspects of the situation, such as the credibility of the communicator. If the communication evokes thoughts that support the position being advocated, the individual will move toward that position; if the communication evokes unsupportive thoughts (such as counter-arguments or disparaging thoughts about communicator), the

individual will remain unconvinced or even shift away from the position being advocated.

A number of studies support this theory and explain what had previously been a puzzling observation: that the persistence of opinion change is often unrelated to an individual's memory of the arguments that produced that change.

Although much research on persuasion has been conducted in laboratories, there has always been an interest in the practical applications of the findings. An example is an educational program designed to inoculate junior high school students against peer pressure to smoke. High school students conducted sessions in which they taught seventh-graders how to generate counter-arguments. For example, in role-playing sessions they were taught to respond to being called "chicken" for not taking a cigarette by saying thing like "I'd be a real chicken if I smoked just to impress you". They were also taught to respond to advertisements implying that liberated women smoke by saying, "She's not really liberated if she is hooked on tobacco". Several inoculation sessions were held during seventh and eighth grades, and records were kept of how many of the students smoked from the beginning of the study through the ninth grade. The results showed that inoculated students were half as likely to smoke as students at a matched junior high school that used a more typical smoking education program.

Nearly every group to which we belong has an implicit or explicit set of beliefs, attitudes and behaviors that it considers correct. Any member of the group who strays from these social norms risks isolation and social disapproval. Thus, through social rewards and punishments the groups to which we belong obtain compliance from us. In addition, if we respect or admire other individuals or groups, we may obey their norms and adopt their beliefs, attitudes, and behaviors in order to be like them, to identify with them. This process is called **identification**.

**Reference groups** are *groups with which we identify; we refer to them in order to evaluate and regulate our opinions and actions*. Reference groups can also serve as a frame of reference by providing us not only with specific beliefs and attitudes but also with a general perspective from which we view the world – an ideology or set of ready-made interpretations of social issues and events. If we eventually adopt these views and integrate the group's ideology into our own value system, the reference group will have produced internalization. The process of identification, then, can provide a bridge between compliance and internalization.

An individual does not necessarily have to be a member of a reference group in order to be influenced by its values. For example, lower-middle-class individuals often use the middle class as a reference group.

Life would be simple if each of us identified with only one reference group. But most of us identify with several reference groups, which often leads to conflicting pressures. Perhaps the most enduring example of competing reference groups is the conflict that many young people experience between their family reference group and their college or peer reference group.

Many of our most important beliefs and attitudes are probably based initially on identification. Whenever we start to identify with a new reference group, we engage in a process of “trying on” a new set of beliefs and attitudes. What we “really believe” may change from day to day. The first year of college often has this effect on students; many of the views they bring from the family reference group are challenged by students and faculty from very different backgrounds. Students often “try on” the new beliefs with great intensity and strong conviction, only to discard them for still newer beliefs when the first set does not quite fit. This is a natural process of growth. Although the process never really ends for people who remain open to new experiences, it is greatly accelerated during the college

years, before the individual has formed a nucleus of permanent beliefs on which to build more slowly and less radically. The real work of college is to evolve an ideological identity from the numerous beliefs and attitudes that are tested in order to move from identification to internalization.

As noted earlier, one advantage of internalization over compliance is that the changes are self-sustaining. The original source of influence does not have to monitor the individual to social influence, but in practice it is not always possible to disentangle them.

So, there are many forms of social influence. We respond to such influence by complying with the wishes of an influencer, or by changing our beliefs and attitudes. We are also influenced by stereotypes, social norms, reference groups and so on. We may be under pressure of some authority, a majority or situational forces. The reactions can be different as well – from obedience to aggressiveness and rebellion. In attempting to understand others and ourselves we should think about our social environment, be ready to social interaction and influence.

*Rita L. Atkinson, Richard C. Atkinson, Edward E. Smith, Daril L. Bem, Susana Nolen-Hoeksema. Hilgard's Introduction to Psychology. Harcourt College Publishers, USA, 2000, pp. 606–607, 625, 640–641, 662–663, 665–667.*

### COMPREHENSION CHECK

**Exercise 1. Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F 1. It is a well-known fact that people act differently in both the same and different situations.
- T F 2. Stereotypes never influence our behavior and social interactions.



- T F 3. If we change our beliefs and attitudes, our reaction to some influence is called compliance.
- T F 4. If we do not change our beliefs and attitudes, our reaction is called internalization.
- T F 5. Cognitive response theory proposes that persuasion induced by a communication is actually self-persuasion.
- T F 6. Most people use reference groups to evaluate and regulate their opinions and actions.
- T F 7. Most people identify with only one reference group in order not to have additional conflicts.
- T F 8. Any member of the group who strays from its social norms risks isolation and social disapproval.
- T F 9. The process of identification can break a bridge between compliance and internalization.
- T F 10. One disadvantage of internalization is that the changes are not self-sustaining.

**Exercise 2. Read the text again, divide it into logical parts, and give names to each of them.**

**Exercise 3. Make up questions to the following answers.**

1. \_\_\_\_\_  
of how people think and feel about their social world.
2. \_\_\_\_\_  
Stereotypes do.
3. \_\_\_\_\_  
Favorable and unfavorable evaluations of and reactions to objects, people, events or ideas.

4. \_\_\_\_\_  
we do not necessarily change our beliefs and attitudes.
5. \_\_\_\_\_  
it depends on our unwitting allegiance to social norms.
6. \_\_\_\_\_  
Internalization is.
7. \_\_\_\_\_  
In the late 1940s.
8. \_\_\_\_\_  
how to generate counter-arguments.
9. \_\_\_\_\_  
half of inoculated students.
10. \_\_\_\_\_  
through social rewards and punishments.
11. \_\_\_\_\_  
if we eventually adopt these views and integrate the group's ideology into our own system.
12. \_\_\_\_\_  
"try on" the new beliefs with great intensity and strong conviction.
13. \_\_\_\_\_  
the long-term stability of the induced beliefs, attitudes, and behaviors.

### LANGUAGE FOCUS

**Exercise 1. Match the English word combinations in the left-hand column with the Russian equivalents in the right-hand column.**

<b>1</b>	to share, develop and sustain social attitudes	<b>A</b>	термин «социальное влияние» означает прямые и обдуманные попытки изменить наши убеждения, установки и поведение
<b>2</b>	evaluate and regulate opinions and actions	<b>B</b>	отступать от социальных норм

## Продолжение

3	the term social influence connotes direct deliberate attempts to change our beliefs attitudes and behaviors	C	пример конкурирующих референтных групп
4	to possess both expertise and trustworthiness	D	подчиняться влиянию
5	an example of competing reference groups	E	набор готовых объяснений общественных вопросов и событий
6	to comply with the influence	F	скорее убеждать, чем заставлять
7	a set of ready-made interpretations of social issues and events	G	ставящее в тупик наблюдение
8	to persuade rather than coerce	H	оценивать и соразмерять взгляды и поступки
9	a puzzling observation	I	разделять, развивать и поддерживать социальные установки
10	to stray from social norm	J	обладать и компетентностью и заслуживать доверие

## Exercise 2.

A. Fill in the columns with the proper derivatives of the following words, whenever possible.

Verb	Noun	Adjective
...	...	communicative
to comply	...	...
...	monitor	...
...	...	persuasive
to induce	...	...
...	...	obedient
to settle	...	...
...	discard	...

**B. Put a suitable word from the box above into each gap.**

1. The results showed that the amount of opinion change produced by the \_\_\_\_ was significantly correlated with both the supportiveness of participants' reactions to the communication and with their later recall of those reactions.
2. In a series of classic studies on \_\_\_\_, Stanley Milgram demonstrated that ordinary people would \_\_\_\_ an experimenter's order to deliver strong electric shocks to an innocent victim.
3. Nine strong arguments should be more \_\_\_\_ than three strong arguments because the more strong arguments the individual encounters, the more supportive cognitive responses he or she will generate.
4. Students often "try on" the new beliefs with great intensity and strong conviction, only to \_\_\_\_ them for still newer beliefs.
5. The original source of influence does not have to \_\_\_\_ the individual to maintain the induced changes.
6. Practitioners are concerned to train children and their families in order to produce useful (productive, \_\_\_\_, happy) adults.
7. Although behaviorism \_\_\_\_ as early as the 1930s, its practical application did not become widespread until the 1950s.
8. The more mature a student is the stronger his \_\_\_\_ to gain academic success is.

**Exercise 3. Arrange the following words in pairs of (a) synonyms and (b) antonyms:**

- a) coerce, allegiance, postpone, conform, premature, qualification, untimely, compel, correspond, delay, reservation, loyalty;
- b) explicit, inauthentic, obedience, intentional, persuade, credible, delinquent, incredible, dissuade, innocent, implicit, real, disobedience, unwitting.

**Exercise 4. Complete the sentences using one of the words below.**

**comply coerce affect conform compel influence**

1. Most studies of conformity and obedience focus on whether or not individuals overtly \_\_\_\_ with the influence.
2. Social psychology studies social environment of people, their relations in the community, how they interact and \_\_\_\_ one another.
3. Being with other people can \_\_\_\_ us in diverse ways.
4. In this section we examine influence that persuades rather than \_\_\_\_.
5. We have to \_\_\_\_ to the accepted rules of the society.
6. He was \_\_\_\_ by illness to give up smoking.

**Exercise 5. Match each definition with the appropriate title.**

- |                    |                                                                                                                                                                                  |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identification  | a ____ A cover term for all those processes through which a person, group or class influences the opinions, attitudes, behaviors and values of other persons, groups or classes. |
| 2. Reference group | b ____ Reciprocal effect or influence. The behavior of one acts as a stimulus for the behavior of another, and vice versa.                                                       |
| 3. Compliance      | c ____ The tendency to allow one's opinions, attitudes, actions and even perceptions to be affected by prevailing opinions, attitudes, actions and perceptions.                  |

- |                       |                                                                                                                                                                                                  |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Internalization    | d___ Any pattern of behavior that occurs so often within a particular society that it comes to be accepted as reflective of that society and taken as sanctioned by the members of that society. |
| 5. Conformity         | e___ Generally, yielding to others. Overt behavior of one person that conforms to the wishes and behavior of others.                                                                             |
| 6. Social norm        | f___ The acceptance or adoption of beliefs, values, attitudes, practices, standards, etc. as one's own.                                                                                          |
| 7. Social influence   | g___ Any groups with which a person feels some identification or emotional affiliation and which he or she uses to guide and define his or her beliefs, values and goals.                        |
| 8. Social interaction | h___ A process of establishing a link between one-self and another person or group.                                                                                                              |

### SPEAKING AND DISCUSSION

#### **Exercise 1. Retell the text dwelling on the following points:**

- the subject-matter of social psychology
- factors and forces that influence our behavior
- compliance and internalization
- persuasive communication
- reference groups and identification
- from identification to internalization

**Exercise 2. Discuss the following statements with your group-mates making use of the expressions below.**

My point is that...  
I am perfectly aware that...  
I doubt if (that)...  
It's hardly likely (that)...  
I'm against it...  
It must be admitted (noted, pointed out) that...

1. Human behavior is a function of both the person and the situation.
2. There are a lot of things that can affect us.
3. Compliance with orders and requests often depends on our unwitting allegiance to social norms.
4. In the process of identification we obey the norms and adopt the beliefs, attitudes, and behaviors of groups that we respect and admire.
5. College students frequently move away from the views of their family reference group toward the college reference group.
6. After college we tend to select new reference groups that share our views.

**Exercise 3. Answer the following questions using your active vocabulary.**

1. How do you feel in the presence of other people (your parents, friends, group-mates, well-known people, newcomers, unknown people, highly-ranked people)?
2. When you are in a crowd do you feel that you lose your identity and merge into the group?
3. Are you an easy person to persuade?
4. What would you prefer – to comply with another person's ideas or to compel him to your will?
5. What can affect your decision making?
6. Which source of information is more influential in your buying decision (the survey of several thou-

- sand owners of a car, for instance, or your neighbour or friend?
7. Is it difficult for you to obey authority?
  8. Can you adjust your position to conform to that of the majority?
  9. Is it possible to regulate your attitudes and behavior within your reference group?
  10. Can you identify any changes in your beliefs and attitudes that have come about by being exposed to a new reference group?

**Exercise 4. Give a description of an occasion when you were under conflicting pressure.**

Say:

- between what reference groups there was a conflict
- what group you belonged to
- what group you tried to adjust to
- what affected your decision making
- how you solved the problem
- if you were satisfied with the result

**Exercise 5. Scan the text and do the tasks below.**

### IDENTITY ACHIEVEMENT

Though Sigmund Freud believed that psychosocial development is essentially complete by the age of 6, psychologists have found that it continues through adolescence into adulthood and old age. Perhaps the most important psychological tasks of adolescence are the formation of a personal identity and the development of healthy relationships with peers and parents.

According to Erikson's (1963) psychological theory of development, the most important task of adolescence is to resolve the crisis of **identity versus role confusion**. The adolescent develops a sense of identity by adopting his or her own set of values and social behaviors, but this generally does not occur before the ado-



lescent experiments with a variety of values and social behaviors – often to the displeasure of parents. If you observe groups of adolescents, you will see clothing styles, religious beliefs and social interactions that may contrast markedly with parental norms. Erikson believes this is a normal part of finding answers to questions related to one's identity, such as "What are my values?" and "What are my goals?"

To appreciate the task confronting the adolescent, consider the challenge of having to adjust simultaneously to a new body, a new mind, and a new social world. The adolescent body is larger and sexually mature. The adolescent mind can question the nature of reality and argue about abstract concepts regarding ethical, political, and religious beliefs. The social world of the adolescent requires achieving a balance between childlike dependence and adultlike independence. This also manifests itself in the conflict between parental and peer influences. Whereas children's values mirror their parents', adolescent values oscillate between those of their parents and those of their peers. The adolescent moves from a world guided by parental wishes to a world in which he or she is confronted by a host of choices regarding sex, drugs, friends, school-work, and a variety of other situations.

Research on adolescent identity crisis by James Marcia (1966) has identified four identity statuses: foreclosure, moratorium, diffusion, and achievement. In *identity foreclosure*, the adolescent prematurely adopts the values and behaviors mandated by his or her parents. This failure to experiment with different identities and freely decide on one's own may lead to an inauthentic personality. In *identity moratorium*, the adolescent postpones settling on a particular identity. This might be akin to Erikson's failure to find a satisfactory identity until early adulthood. In *identity diffusion*, the adolescent fails to make a progress toward a sense of identity, arbitrarily shifting from one to another. Finally, in *identity achievement*, the ado-

lescent settles on a particular identity after trying several alternatives. Marcia's view of identity statuses has received mixed support, with some studies favoring it and others contradicting it.

Erikson's theory of adolescence has received support from studies showing that adolescents typically do move from a state of role confusion to a state of identity achievement. This achievement has positive effects. For example, a strong sense of identity may serve as a buffer against life stresses. Those with a stronger sense of identity perceived life changes less negatively than did those with a weaker sense of identity.

Carol Gilligan believes that Erikson's theory applies more to males than to females. She points out that Erikson based his theory on studies of males, who might place a greater premium on the development of self-sufficiency than do females, who might place a greater premium on intimate relationships in which there is mutual caring. Thus, an adolescent female who fails to develop an independent identity at the same time as her male age peers might unfairly be considered abnormal.

Because the adolescent is dependent on parents while seeking an independent identity, adolescence has traditionally been considered a period of conflict between parents and children, or what G. Stanley Hall called a period of "storm and stress". Parents may be shocked by their child's preferences in dress, music, and vocabulary. Adolescents, in trying out various styles and values, are influenced by the cohort to which they belong. Thus, adolescent males shocked their parents by wearing pompadours in the 1950s, shoulder-length hair in the 1970s, and sculptured hairdos in the 1990s.

Despite the normal conflicts between parental values and adolescent behaviors, most adolescents have positive relations with their parents. Adolescent conflicts with parents generally have more to do with superficial stylistic questions than with substantive questions about values. Positive relations with parents not

only prevent conflicts within families, but also promote more satisfactory relations with peers. Positive relations between adolescents and their parents and peers are also associated with better intellectual development. Nonetheless, in extreme cases, adolescents may adopt negative identities that promote antisocial, or even delinquent, behaviors. This is more common in adolescents whose parents set few rules, fail to discipline them, and fail to supervise their behavior.

*Sdorov L.M. Psychology. Brown and Benchmark Publishers, 1993, pp. 152–155*

**Task 1. Paraphrase the italicized phrases using the vocabulary of the text above.**

1. The most important task of adolescence is *to overcome the conflict between identity and role confusion*.
2. Adolescent values *range* between those of their parents and those of their peers.
3. James Marcia has *determined* four identity statuses: foreclosure, moratorium, diffusion and achievement.
4. In identity foreclosure the adolescent *first of all* adopts the values and behaviors *subscribed* upon him by his parents.
5. In identity achievement the adolescent *accepts a definite* identity after trying several alternatives.
6. Erikson's theory of adolescence *fits* more to males than to females.
7. Parents may be shocked by *the clothes* their children wear, *the music* they listen to, *the words* they use.
8. The conflicts *deal with* superficial stylistic questions rather than with substantive questions about values.

**Task 2. Explain in English the difference between: identity foreclosure, identity moratorium, identity diffusion and identity achievement.**

**Task 3.** Give a summary of the text using your active vocabulary.

**Exercise 6.** Put the words in the box under the following headings:

- positive adjectives
- negative adjectives

Consult your dictionary if necessary.

ridiculous	selfish	polite
caring	hard-working	thoughtful
horrendous	greedy	friendly
rude	lazy	sociable
open	interested	impertinent
easy-going	tactless	devoted
generous	honest	broad-minded
helpful	impolite	constructive

**Exercise 7.** Read the text below and be ready to answer the questions using the words from Ex. 6.

1. Are teenagers a problem?
2. Do teenagers have problems?
3. What do you think about your age-mates?

Parents and grandparents always seem to start from the premise that teenagers are in a special category when it comes to defining the human race. According to “the older generation” teenagers are lazy, they wear ridiculous clothes and are appallingly rude to their betters and elders; they find it impossible to be polite, helpful, constructive, caring or hard-working. What’s more, they spend all their time listening to awful music (“It isn’t music, it’s just a collection of horrendous noises!”) and gawking at unsuitable films. And all they ever think about is parties, drugs and sex. Well, that’s how the story goes! But is it anywhere near the truth?

Actually it seems to me to be quite the opposite of the truth. Teenagers spend a lot of time thinking about

their work (studies), their families and friends and their hobbies. Sure, there are certain preoccupations such as clothes, money, how to behave in a certain situation, their bodies.

But isn't it the same for most people? So what about the myth that all teenagers are rude, selfish, lazy and greedy? As far as I'm concerned, it's nonsense. The vast majority of young people I meet are polite, friendly, open, interested and hard-working.

It's true, of course, that sometimes teenagers have special problems. It is a difficult time because it is a period of transformation. It isn't quite as bad as a chrysalis changing into a butterfly but it may seem like it – or even the other way round! It isn't easy to grow up and physical and emotional changes are often confusing and worrying. But it's my impression that most young people cope rather well.

*"Teenagers: What Problems?" by Jeremy Gastle.*

*"Speak out" 3/2000, pp. 12–13*

### **Exercise 8. Comment on the mottoes to live by.**

- Your life is what you make of it.
- God helps those who help themselves.
- Miracles happen to those who believe.
- If you want to be on top, don't let education stop.
- If you judge people, you have no time to love them.
- To make the world a friendly place, one must show it a friendly face.

### **Exercise 9. Take this one-minute quiz to find out how satisfied you are with your life. Rate each statement according to the scale.**

*In most ways, my life is close to my ideal.  
The conditions of my life are excellent.  
I am satisfied with my life.  
So far, I've got the important things I want in life.  
If I could live my life over, I would change almost nothing.*

Strongly agree	– 6	<b>Add your score to see if you are:</b>
Agree	– 5	35–31 – Extremely satisfied
Slightly agree	– 4	26–30 – Satisfied
Neither agree		21–25 – Slightly satisfied
nor disagree	– 3	20–16 – Neutral
Slightly disagree	– 2	15–19 – Slightly dissatisfied
Disagree	– 1	10–14 – Dissatisfied
Strongly disagree	– 0	5–9 – Extremely dissatisfied

*by Ed. Diener, Prof. of Psychology at the University of Illinois. "Speak Out", 1/2000, p. 14*

## WRITING

### Exercise 1. Translate the following sentences from the text "Identity Achievement" (Ex. 5).

1. According to Erikson's theory of development, the most important task of adolescence is to resolve the crisis of identity versus role confusion.
2. The social world of the adolescent requires achieving a balance between childlike dependence and adultlike independence.
3. Research on the adolescent identity crisis by James Marcia has identified four identity statuses: foreclosure, moratorium, diffusion and achievement.
4. Erikson's theory of adolescence has received support from studies showing that adolescents typically do move from a state of role confusion to a state of identity achievement.
5. Erikson based his theory on studies of males, who might place a greater premium on the development of self-sufficiency than do females, who might place a greater premium on intimate relationships in which there is mutual caring.

6. Adolescents, in trying out various styles and values, are influenced by the cohort to which they belong.
7. Adolescent conflicts with parents generally have more to do with superficial stylistic questions than with substantive question about values.

**Exercise 2. Explain and expand on the following.**

1. The young are always questioning the assumptions of the adults, though the latter don't want their values to be doubted.
2. It's impossible that a generation gap can ever be bridged, but some concessions on both sides are possible.
3. It is true that tolerance is the pledge of friendship.
4. The development of positive self-image, the influence and support of parents, teachers, age-mates and other people help the young to gain a state of personal identity.

**Exercise 3. Render the following text into English.**

Дети начинают отвергать, подвергать остракизму и использовать вербальную и физическую агрессию по отношению к своим сверстникам, с раннего возраста учась отделять себя от людей, отличающихся от них. Наряду с этим появляется отвержение людей, которые не считались “нормальными” в школе, и создание группировок и компаний. В период, когда чувство принятия себя является самым важным для подростков, быть отвергнутым может довольно часто означать самую худшую вещь в мире. Именно в этот период времени, более чем в любой другой подростки нуждаются в под-

держке своих ровесников во всех сферах жизни и, если таковой не наблюдается, то часто подростки чувствуют себя психически ущербными и глубоко несчастными.

Наряду с отвержением своими одноклассниками, ребенок может начать терять друзей и стать объектом насилия сверстников. Отверженный ребенок может стать жертвой и вероятно обратится к агрессивным действиям, чтобы преодолеть свою отверженность. Эти агрессивные действия происходят тогда, когда ребенок не добивается своего и, хотя это нормальная тенденция, но без контроля она может стать гораздо более серьезной, особенно когда внезапные всплески негативных эмоций наполняются ненавистью и направлены на конкретные группы. По мере развития ребенок чувствует потребность в других людях со сходными агрессивными тенденциями, именно в это время и формируются компании и различные группы ненависти.

Часто агрессивные люди испытывают трудности при решении различных проблем, они также неправильно истолковывают намерения других людей. Итогом может быть насилие. Поскольку на протяжении всей жизни дети продолжают сталкиваться с физическим и эмоциональным неприятием не только сверстников, но и родителей, все это приводит к повышенной чувствительности к любой форме неприятия. Далее начинают развиваться чувства ненависти просто вследствие отсутствия должной информации и способности определить, является ли взаимной или односторонней возникшая ненависть. Может показаться, что это неприятие приводит к низкой самооценке, однако большинство людей, вовлеченных в деятельность групп, имеют завышенную самооценку.

*"The Social and Psychological Factors. Contributing to Hate." By Erin Robertson, pp. 26–29*



## GRAMMAR REVISION

**COMPLEX SENTENCES**  
(Principal Clause + Subordinate Clause)

<b>Subordinates</b>	<b>Conjunctions, Conjunctive Pro- nouns and Adverbs</b>	<b>Examples</b>
Subject Clauses	That, if, whether; Who, what, which, whoever, whatever; When, where, why, how	Whether she believed me was not clear. Было неясно, по- верила ли она мне. Why she left him is a mystery. Тайна, почему она оставила его.
Predicative Clauses	That, if, whether, as if, as though; Who, what, which; When, where, why, how	The trouble is that it is too late now. Беда в том, что сейчас уже слишком поздно. The question is why she told me a lie. Вопрос в том, почему она солгала мне.
Object Clauses	That, if, whether, lest; Who, what, which; When, where, why, how	She said that she didn't know about it. Она сказала, что ничего не знала об этом. I don't know what you mean. Я не знаю, что ты имеешь ввиду.
Adverbial Clauses ~ of time	When, while, as, until, till, Before, after, since, as soon as, as long as, whenever	When we finally arrived at the station, the train had already left. Когда мы наконец появились на станции, поезд уже ушел.

## Continued

Subordinates	Conjunctions, Conjunctive Pro- nouns and Adverbs	Examples
		I will remember you as long as I live. Я буду тебя помнить, пока жива.
~ of place	Where, wherever	They came out where they had gone in. Они вышли, откуда вошли. Wherever he went, he saw nothing but ruins. Куда бы он ни пошел, он везде видел только развалины.
~ of cause or reason	Because, as, since	I am late because I've been stuck in a traffic jam. Я опоздал, потому что застрял в пробке. As you are here, you had better help me. Поскольку ты здесь, лучше бы ты помог мне.
~ of result	So that (так что), so...that, Such...that	It was so hot that nobody wanted to do anything. Было так жарко, что никто не хотел ничего делать. They had such a fierce dog, that no one dared to ap-

Continued

Subordinates	Conjunctions, Conjunctive Pro- nouns and Adverbs	Examples
		<p>proach their house. У них была такая злобная собака, что никто не осмеливался приближаться к их дому.</p>
~ of purpose	That, in order that, so that, lest, in case	<p>Say it loudly so that I can hear. Скажи это громко, чтобы я могла услышать. I'll leave out some cold meat in case you are hungry when you come. Я оставлю тебе холодное мясо на тот случай, если ты будешь голоден, когда придешь.</p>
~ of condition	If, in case, unless, provided, on condition	<p>I want to see him, if I can, in case he has anything to tell me. Я хочу увидеть его, если смогу, в случае, если ему есть что мне сказать.</p>
~ of concession	Though, although, even if, even though, however, whatever, no matter how (what, where, etc.)	<p>He didn't feel cold though he was wet to the skin. Ему не было холодно, хотя он промок до костей. No matter what he says, don't believe him. Чтобы он ни говорил, не верь ему.</p>

Continued

Subordinates	Conjunctions, Conjunctive Pro- nouns and Adverbs	Examples
~ of manner or comparison	As, as...as, not so...as, than, as if, as though	My wife worked as hard as I did. Моя жена работала также много, как и я. It is much later than you think. Сейчас гораздо позже, чем ты думаешь.
Attributive Clauses ~ defining	Who, whose, which, that, as; Where, when, why, how	The man who called you left a message. Человек, который вам звонил, оставил сообщение. He came to the street where she lived. Он подошел к улице, где она жила.
	Who, which, what, where, when, why, how	My sister, who lives in New York, visited us. Моя сестра, которая живет в Нью-Йорке, навестила нас.
~ non-defining		
Parenthetical Clauses	As (or no conjunc- tions)	I won't be safe here, I am afraid. Боюсь, я здесь не буду в безопасности. As you know, we've been friends since childhood. Как ты знаешь, мы друзья с детства.
Emphatic Complex Sentences	That (no conjunc- tions)	It is not I that am to blame. Не я виновен в этом. It is Mr. Brown you ought to thank. Именно мистера Брауна вы должны благодарить.

**Exercise 1. Choose the correct conjunction.**

1. \_\_\_\_ you and a close friend (or a family member) were to describe your personality, on which characteristics would you be likely to disagree?  
1 a although  
b if  
c as if
2. Will you be able to do a piece of work \_\_\_\_ may be associated with considerable danger?  
a that  
b what  
c which
3. A man \_\_\_\_ knows he is about to receive an injection in the doctor's office can try to distract himself \_\_\_\_ to reduce the pain.  
1 a which  
b who  
c that  
2 a as  
b so as  
c so that
4. Conflicts may also arise \_\_\_\_ two inner needs or motives are in opposition.  
a where  
b wherever  
c when
5. They often say that they feel helpless to do anything about their situation \_\_\_\_ they fear \_\_\_\_ their husbands would do if they try to leave.  
1 a on condition  
b because  
c so that  
2 a that  
b which  
c what
6. There are three basic theories about \_\_\_\_ some people are prone to appraise events as stressful.  
a how  
b why  
c that
7. People \_\_\_\_ social networks are characterized by a high level of conflict tend to show poorer physical and emotional health.

- a whose
- b whom
- c which

8. You might ask \_\_\_\_ people \_\_\_\_ are engaged in ruminative (обдуманый) coping are more likely to solve their problems.

- |             |          |
|-------------|----------|
| 1 a in case | 2 a that |
| b whether   | b which  |
| c provided  | c who    |

**Exercise 2. Translate the complex sentences into Russian and define the type of a subordinate clause (mind the conjunctions).**

1. Although most parents are aware of the intellectual changes that accompany their children's physical growth, they would have difficulty describing the nature of these changes.
2. Swiss psychologist Jean Piaget viewed children as "inquiring scientists" who experiment with objects and events in their environment.
3. Jean Piaget designed the first two years of life as the sensori-motor stage, a period in which infants are busy discovering the relationships between their actions and the consequences of those actions.
4. Infants discover how far they have to reach to grasp an object and what happens when they push their dish over the edge of the table.
5. When infants younger than 8 months are shown a toy that is hidden or covered while they watch, they act as if the toy no longer exists.
6. A 10-month-old infant will actively search for an object that has been hidden under the cloth or behind a screen.
7. If the infant has had repeated success in retrieving a toy hidden in a particular place, he or she will

- continue to look for it in that spot even after watching an adult conceal it in a new location.
8. Not until about 1 year of age will a child consistently look for an object where it was last seen to disappear, regardless of what happened on previous trials.
  9. Though new methods of testing reveal that Piaget's theory underestimates children's abilities, the question is that his theory is a major intellectual achievement.
  10. Whether it is criticized or not, his theory has revolutionized the way we think about children's cognitive development.

**Exercise 3. Translate into English using the following conjunctions: *if, that, whom, whether, as, what, when, although, which, while, where, as...as, as soon as*.**

1. Если нам кто-нибудь скажет, что он или она не выносят нас, то мы можем почувствовать гнев и обиду, если этот человек наш друг, но не испытывать волнения, если это человек, которого мы никогда раньше не видели.
2. Клинические исследования предполагают, что приятные ощущения и дистресс, испытываемые человеком, не меняются по мере его взросления; то, что меняется, – это мысли, которые ассоциируются с этими ощущениями.
3. Следовательно, ощущение радости может быть таким же, как когда нам 3 года или 30 лет, но то, что приносит нам радость, значительно отличается.
4. Студенты американского колледжа, которые просматривали видеопленки с различными выражениями лиц местных жителей Новой Гвинеи, очень точно идентифицировали выражаемые

эмоции, хотя иногда они путали страх и удивление.

5. Для большинства индивидов частотность агрессивного поведения, его формы и ситуации, в которых оно проявляется, зависят по большей части от опыта и социальной среды.
6. Положительные чувства побуждают нас придерживаться собственных эгоцентричных мнений, в то время как негативные предупреждают о проблемах, указывают нам, где предположения неверны, и запускают процесс познания нового.
7. Эти исследования показывают, что близнецы, воспитанные порознь, так же похожи друг на друга по личностным характеристикам, как и близнецы, воспитанные вместе.
8. Как только близнецы начинают выбирать окружение вне дома, разница в их способностях, интересах и мотивации будет заметнее, так что они станут еще более непохожими друг на друга.



## Unit XIV THE EXCEPTIONAL CHILD?

### APPROACHING THE TOPIC

**Discuss the following questions.**

1. What kind of person can be defined as an “exceptional child”?
2. Is it good or bad to be different?
3. What do you think can be done to give birth to healthy children?

### VOCABULARY

1. agent, *n* – 1. представитель, посредник; 2. действующая сила, фактор, среда; ~ of disease возбудитель болезни  
agency, *n* – 1. представительство, орган, организация; 2. содействие, посредничество; by/through ~ of smth., smb. посредством (при помощи чего-л., кого-л.); 3. фактор, средство; ~ of destruction средство разрушения  
agent, *a* – действующий
2. continuum, *n* – континуум
3. contract, *n* – договор, соглашение  
contract, *v* – 1. заключать (договор, сделку); 2. приобретать (привычку); 3. подхватить (болезнь), заболеть
4. counsel, *n* – 1. обсуждение; 2. совет; to give good ~ давать хороший совет; 3. решение, план  
counsellor, *n* – консультант psychological ~ консультант-психолог  
counselee, *n* – клиент (обращающийся за консультацией к психологу)  
counsel, *v* – советовать, рекомендовать  
counseling, *n* – психологическое консультирование (консультация); therapeutic ~ психотерапия
5. delay, *n* – 1. задержка, приостановка; 2. замедление, промедление; without ~ немедленно, без проволочек  
delay, *v* – задерживать, отсрочивать, медлить  
delayed, *a* – задержанный, замедленный; ~ conditioning отставленное формирование условных рефлексов

6. dementia, *n* – 1. слабоумие; 2. помешательство  
dement, *v* – 1. сводить с ума; 2. потерять рассудок  
demented, *a* – умалишенный, слабоумный
7. exception, *n* – 1. исключение; ~ from/to the rule исключение из правила; 2. возражение  
except, *v* – 1. исключать; 2. возражать  
exceptional, *a* – исключительный, необычный, незаурядный  
except, *prep* – исключая, за исключением, кроме как; ~ for если бы не, если не считать
8. fetal, *a* – утробный, зародышевый, эмбриональный; ~ alcohol syndrome плодный алкогольный синдром
9. fertilization, *n* – оплодотворение  
fertilize, *v* – оплодотворять  
fertilizable, *a* – годный для оплодотворения
10. gestation, *n* – 1. период беременности; 2. созревание (плана, проекта)  
gestational, *a* – связанный с периодом беременности, созревания
11. handicap, *n* – помеха, препятствие, недостаток  
handicap, *v* – быть помехой, препятствовать  
handicapped, *a* – с недостатками physically; ~ child физически недоразвитый ребенок
12. implication, *n* – 1. вовлечение, впутывание; 2. скрытый смысл, значение; by ~ по смыслу  
implicate, *v* – 1. вовлекать, впутывать; 2. подразумевать  
implicate, *a* – запутанный
13. incidence, *n* – 1. сфера распространения, охват; 2. частотность; ~ of a disease число заболевших
14. ingestion, *n* – прием пищи  
ingest, *v* – глотать, проглатывать
15. maternity, *n* – материнство  
maternal, *a* – материнский, свойственный матери  
maternally, *adv* – 1. по-матерински; 2. по материнской линии
16. overmatch, *v* – превосходить другого силой, умением и т.п.
17. prenatal, *a* – 1. предродовой; 2. внутриутробный; ~ infection внутриутробная инфекция
18. preset, *a* – заранее установленный, заранее запрограммированный
19. remedy, *n* – 1. лекарство, лечебное средство; a good ~ for a cold хорошее средство от простуды; 2. средство, мера (против чего-л.)  
remedy, *v* – 1. вылечивать; 2. исправлять  
remediation, *n* – оздоровление  
remedial, *a* – 1. лечебный; 2. исправительный, исправляющий

- remediable, *a* – излечимый, поправимый
20. self-help, *n* – самопомощь, (нравственное) самоусовершенствование  
self-help, *a* – обслуживающий себя; ~ skills навыки самообслуживания
21. shade, *n* – 1. тень; 2. оттенок, тон; color ~ цветовой оттенок  
shading, *n* – 1. затенение; 2. ретуширование; 3. слабый оттенок, нюанс  
shade, *v* – 1. затенять, заслонять; 2. штриховать, тушевать; 3. незаметно переходить (в другой цвет, качество и т.п.); the blue ~s away/off into a light of grey голубой цвет постепенно переходит в сероватый  
shaded, *a* – 1. тенистый; 2. прикрытый; 3. темный
22. shelter, *n* – 1. пристанище, убежище; 2. укрытие, защита; 3. приют (для сирот и т.д.)  
shelter, *v* – 1. приютить, дать приют, пристанище; 2. найти прибежище, укрываться, прятаться; 3. спасать, защищать  
sheltered, *a* – защищенный, укрытый; ~ environment безопасная среда
23. sting, *n* – 1. жгучая боль, муки, угрызения (совести); 2. укус, ожог; ~ of nettles ожог крапивы  
sting (stung), *v* – 1. жалить, жечь; 2. причинять острую боль, терзать; 3. чувствовать острую боль, терзаться  
stinging, *a* – 1. жгучий, саднящий; 2. язвительный, колкий
24. vocation, *n* – 1. призвание, склонность; ~ for/to призвание к чему-л.; 2. профессия  
vocational, *a* – профессиональный  
vocationally, *adv* – 1. с профессиональной точки зрения; 2. в отношении выбора профессии

## DEVELOPING VOCABULARY

### Exercise 1. Translate the following word combinations into Russian paying attention to your active vocabulary.

After the *delay* of half an hour, without *delay*, *delayed* conditioned reflex, *delayed* development, *delayed* procedure, *delayed* reinforcement, *delay* of reward, *delay* of payment; an *exceptional* use of the word, an *exceptional* opportunity, an *exceptional* man, without *exception*, by way of *exception*, to make an *exception*, to be

beyond *exception*, nobody *excepted*; time *handicap*, to be under a heavy *handicap*, *to handicap* smth. seriously, mentally *handicapped*, to overcome *a handicap*, physical *handicap*; one condition *shades* into the other, to fall into the *shade*, delicate *shades* of meaning in words, a hat that *shades* one's eyes, in the *shade*, light and *shade*, *to shade* off colors, all *shades* of opinion, to feel *a shade* better; to be capable of learning *self-help* skills, *self-help* journals, *self-help* manual; to work in a *sheltered* environment, *sheltered* life, *sheltered* area, under the *shelter* of the trees, to give *shelter* to smb., *to shelter* a criminal, to find *shelter* from worries of life, under the *shelter* of night, under the *shelter* of smb., *to shelter* envy under friendship's name, *to shelter* oneself behind smb.'s authority; the *sting* of a scorpion is in its tail, the *sting* of hunger, *to sting* smb. on the finger, nothing *stings* like the truth, a *stinging* remark; *vocation* for teaching, to change one's *vocation*, to miss one's *vocation*, *vocational* training, *vocational* school, *vocational* guidance, *vocational* counseling, *vocational* choice.

**Exercise 2. Translate the following word combinations into English paying attention to your active vocabulary.**

*Превосходить* другого силой; *внутриутробное* развитие ребенка, *внутриутробное* заражение, *внутриутробный* дефект, уход за беременной женщиной; *материнский* инстинкт, наследство, оставшееся после матери, родильный дом, дядя по материнской линии; *заключить договор*, приобретать дурные привычки, заводить дружбу с кем-л.; социальное (общественное) *значение*, исторический смысл, недвусмысленный намек, прямо или косвенно, по смыслу; *оплодотворение*, обогащать (развивать) ум; химическое *вещество*, физическое тело, болезнетворное начало, средство разрушения, бюро путешествий; *сойти с ума* (лишиться рассудка), старческое слабоумие; дать хороший *совет*, хороший совет не идет

во вред, рекомендовать немедленные действия, советоваться с кем-либо, консультант по вопросам брака, генетическое консультирование; нет *средства* от этой болезни, работа – лучшее лекарство, тут уж ничем не поможешь, исправить зло, лечебная гимнастика.

**Exercise 3. Translate the following sentences into English using the indicated words from the vocabulary list.**

- |             |                                                                                                                                            |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| agent       | 1. Дожди и морозы – естественные <i>факторы</i> .                                                                                          |
| to shade    | 2. Их превосходство <i>постепенно сошло на нет</i> .                                                                                       |
| pre-set     | 3. Встреча произойдет в <i>заданное</i> время и в <i>заданном</i> месте.                                                                   |
| gestation   | 4. Проект находится в <i>стадии обдумывания</i> .                                                                                          |
| self-help   | 5. <i>Работа над собой</i> – важная часть развития личности.                                                                               |
| counsel     | 6. Будем надеяться, что одержат верх более <i>разумные предложения</i> .                                                                   |
| except for  | 7. Сочинение у вас хорошее, <i>если не считать</i> нескольких орфографических ошибок.                                                      |
| implication | 8. Он неправильно <i>истолковал</i> смысл заявления.                                                                                       |
| to handicap | 9. Из-за близорукости ему было очень <i>трудно заниматься</i> .                                                                            |
| vocation    | 10. Она нашла свое <i>призвание</i> в медицине.                                                                                            |
| shelter     | 11. Они бросились <i>под навес</i> , чтобы спрятаться от дождя.                                                                            |
| sting       | 12. Не всякая крапива <i>жжется</i> .                                                                                                      |
| continuum   | 13. Психическое здоровье лучше рассматривать как некий <i>континуум</i> , в пределах которого очень сложно определить, что же такое норма. |

- exception 14. *Исключение* подтверждает правило.  
to contract 15. Будь осторожен и *не подхвати* какой-нибудь заразной болезни.

## READING

### THE EXCEPTIONAL CHILD? – MENTAL RETARDATION

It's not easy to be different in our society. We've all felt the sting of not belonging, of not feeling a part of the group. We've all felt overmatched when asked to do things beyond our skills and capabilities, or bored when asked to do simple things that do not challenge us.

Of course, being different is not always bad. It is what makes us interesting. But it also forces us to adapt to meet social expectations. And when being different means a child is not able to receive information through the normal senses, or is not able to express himself or herself, or processes information too slowly or too quickly, special adaptations are necessary.

There have been many attempts to define the term exceptional child. Some use it when referring to a particularly bright child or the child with unusual talent. Others use it when describing any atypical child. The term generally has been accepted, however, to include both the child who is handicapped and the child who is gifted. Here, we define the exceptional child as a child who differs from the average or normal child in (1) mental characteristics, (2) sensory abilities, (3) communication abilities, (4) social behavior, or (5) physical characteristics. These differences must be to such an extent that the child requires a modification of school practices, or special educational services, to develop to maximum capacity.

How do psychologists go about defining what is normal or abnormal?

The simplest approach to distinguishing normal from abnormal is to label normal whatever most people do. Abnormal then becomes whatever differs markedly from the statistical average.

Another way to define abnormality is to compare a person's behavior with widely accepted social expectations. The statistical approach to defining abnormality often corresponds to the approach based on social expectations.

But even taken together, these two criteria are not always sufficient.

One way around this problem is to assess abnormality not in terms of some statistical or socially accepted norm, but in terms of some absolute standard of what is psychologically healthy. In theory this approach sounds reasonable enough. But in practice such standards are hard to identify.

Thus no single way of defining abnormality is adequate by itself. We need to apply several criteria before labeling a behavior abnormal. Nor is there any universal agreement as to where the line should be drawn between normal, on the one hand, and abnormal, on the other. Mental health is best viewed as a continuum. At the extreme ends of that continuum, normality and abnormality are easy to distinguish; but in the middle range, one condition shades gradually into the other, making it harder to differentiate the two.

As we have always been aware that some children learn more quickly than others, so we have always known that some children learn more slowly than their age-mates and, as a consequence, have difficulty adapting to the social demands placed on them. Organized attempts to help children who learn slowly began less than two hundred years ago. Over the years, the care and education of children who are mentally retarded has moved gradually from large state institutions to the public schools, and within the schools to the least restrictive environment.

Educators have identified three levels of mental retardation to indicate the educational implications of the condition: mild, moderate, and severe and profound.

Intellectual sub-normality has traditionally been determined by performance on intelligence tests. One

of the earliest of these tests was developed by Alfred Binet for the express purpose of finding children who were not capable of responding to the traditional education program in France at the turn of the twentieth century. Mentally retarded children are markedly slower than their age-mates in using memory effectively, in associating and classifying information, in reasoning, and in making sound judgements.

IQ scores can be used as a rough indicator of level of retardation. The ranges for mildly, moderately, and severely retarded are listed below.

<i>Level of retardation</i>	<i>IQ score</i>
Mild	50-55 to 70
Moderate	35-40 to 50-55
Severe and profound	Below 35

If mild retardation is determined by the expectations placed on the child, some puzzling things happen. A child can become “mentally retarded” by simply getting on a bus in a community where those expectations are low and getting off the bus in a community where they are high. More serious levels of retardation are obvious in any social setting; mild retardation is not. It can change with the expectations of the individual’s community. The term *mental retardation* covers a broad range of children and adults who differ from one another on the severity of developmental delay, in the causes of the condition, and in the special educational strategies that have been designed for them. It’s important that we remember these differences.

### *Mild Mental Retardation*

A child who is mildly retarded because of delayed mental development has the capacity to develop in three areas: academically (at the primary and advanced elementary grade levels), socially (to the point at which the child can eventually live independently in



the community), and vocationally (to be partially or totally self-supporting as an adult).

Often there are no observable pathological conditions to account for or indicate mild retardation. This means that youngsters who are mildly retarded may go unidentified until they reach school age. But with more and more organized preschool programs, many of these youngsters are being found and placed in special education programs earlier.

### *Moderate Mental Retardation*

The child who is moderately retarded can (1) achieve some degree of social responsibility, (2) learn basic academic skills, and (3) acquire limited vocational skills. This child is capable of learning self-help skills (dressing, undressing, toileting, eating); of protecting himself or herself from common dangers in the home, neighbourhood, and school; of adjusting socially (sharing, respecting property rights, cooperating); of learning to read signs and count; and of working in a sheltered environment or in a routine job under supervision. In most instances, children who are moderately retarded are identified during infancy and early childhood because of their marked developmental delays and, sometimes, their physical appearance.

Historically, educators and other professionals have underestimated what those who are moderately mentally retarded can do, given the proper training and opportunities. Today these individuals who are moderately retarded are adapting much better to their community than would have been expected in years past.

### *Severe and Profound Mental Retardation*

Most severely and profoundly retarded children have multiple handicaps that interfere with normal instructional procedures. Special instructional environments and programs are essential to help these youngsters develop their limited potential.

## Levels of Mental Retardation

	<b>Mild</b>	<b>Moderate</b>	<b>Severe and Profound</b>
<b>Etiology</b>	Often a combination of unfavorable environmental conditions together with genetic, neurological, and metabolic factors	A wide variety of relatively rare neurological, glandular, or metabolic defects or disorders	A wide variety of relatively rare neurological, glandular, or metabolic defects or disorders
<b>Prevalence</b>	About 10 out of every 1,000 people	About 3 out of every 1,000 people	About 1 out of every 10,000 people
<b>School expectations</b>	Will have difficulty in usual school program; needs special adaptations for appropriate education	Needs major adaptation in educational programs; focus is on self-care or social skills; should learn basic academic and vocational skills	Needs training in self-care skills (feeding, toileting, dressing)
<b>Adult expectations</b>	With special education can make productive adjustment at an unskilled or semi-skilled level	Can make social and economic adaptation in a sheltered work-shop or in a routine job under supervision	Is likely to be dependent on others for care

Psychologists identified nine groups of factors that cause or contribute to mental retardation:

- Infection and intoxication
- Trauma or physical agents
- Metabolism or nutrition
- Gross brain disease
- Unknown prenatal influences
- Chromosomal abnormalities
- Gestational disorders
- Psychiatric disorders
- Environmental influences

As we learn more about the causes of mental retardation, we are in a better position to prevent it. The objective here is to reduce the number of children who are born mentally retarded or with conditions that could lead to mental retardation.

*Kirk Samuel A; Gallagher. "Educating Exceptional Child", 1989, pp. 132–144; C.B. Wortman, E.F. Loftus. "Psychology". 1988, N. Y. – L., pp. 405–406*

### COMPREHENSION CHECK

**Exercise 1. Say whether these statements are true (T) or false (F), and if they are false, say why:**

- T F 1. We have all felt overmatched when asked to do simple things that do not challenge us.
- T F 2. The term exceptional child has been accepted to include both the child who is handicapped and the child who is gifted.
- T F 3. Organized attempts to help children who learn slowly began more than two hundred years ago.
- T F 4. There are four levels of mental retardation: mild, moderate, severe and profound.

- T F 5. Mild retardation can change with the expectations of the individual's community.
- T F 6. The child who is moderately retarded can learn basic academic skills.
- T F 7. Most severely and profoundly retarded children have multiple handicaps that do not, however, interfere with normal instructional procedures.
- T F 8. Special programs are essential to help the most severely and profoundly retarded children develop their limited potential.
- T F 9. There are about one hundred mildly retarded out of every 1,000 people.
- T F 10. As we learn more about the causes of mental retardation, we are in a better position to prevent it.

**Exercise 2. Read the text again, divide it into logical parts, and give names to each of them.**

**Exercise 3. Make up questions to the following answers.**

1. \_\_\_\_\_  
We feel either overmatched or bored.
2. \_\_\_\_\_  
When the child processes information too slowly or too quickly.
3. \_\_\_\_\_  
to compare a person's behavior with wildly accepted social expectations.
4. \_\_\_\_\_  
as a continuum.
5. \_\_\_\_\_  
by Alfred Binet.
6. \_\_\_\_\_  
35-40 to 50-55.
7. \_\_\_\_\_  
a moderately retarded child can.

8. \_\_\_\_\_  
because of their marked developmental delays,  
and, sometimes, their physical appearance.
9. \_\_\_\_\_  
about one out of every 10,000 people.
10. \_\_\_\_\_  
to reduce the number of children who are born  
mentally retarded.

## LANGUAGE FOCUS

**Exercise 1. Match the English word combinations in the left-hand column with the Russian equivalents in the right-hand column.**

1	to do things beyond one's own skills and capabilities	A	заметно отличаться от среднестатистического показателя
2	to adapt to meet social expectations	B	делать здравые умозаключения
3	to differ in the severity of developmental delay	C	делать что-либо, выходящее за пределы своих умений и возможностей
4	to be partially or totally self-supporting	D	вызывать или способствовать умственной отсталости
5	to differ markedly from the statistical average	E	адаптироваться в соответствие с социальными ожиданиями
6	to cause or contribute to mental retardation	F	провести границу между...
7	in terms of some statistical and socially accepted norm	G	быть частично или полностью на самообеспечении
8	to give proper training and opportunities	H	с точки зрения статистических и общепринятых норм
9	to make sound judgments	I	отличаться по степени серьезности задержки развития
10	to draw a line between	J	обеспечить должное обучение и возможности

**Exercise 2.**

- A. Guess the meaning and give the appropriate translation of the following English terminological word combinations.**

**Retardation**

mental ~

physical ~

functional ~

senile ~

mild ~

moderate ~

severe ~

**Fetal**

~ development

~ alcoholic syndrome

~ nutrition

~ disorder

~ life

~ infection

~ defect

**Defect**

neurological ~

glandular ~

metabolic ~

physical ~

development ~

speech ~

hereditary ~

- B. Convey the meaning of some terms above in your own words.**

**Exercise 3.**

- A. Fill in the columns with the proper derivatives of the following words whenever possible.**

<b>Verb</b>	<b>Noun</b>	<b>Adjective</b>
to refer	...	...
...	acceptance	...
...	...	definable
...	requirement	...
to differentiate	...	...
...	...	restrictive
...	determination	...
to design	...	...
...	supervisor supervision	...
...	...	interfering
...	educator education	...
...	...	reducible reduced

**B. Put a suitable word from the box above into each gap.**

1. Moderately retarded children can make social and economic adaptation in a routine job under \_\_\_\_\_.
2. Many foreign psychologists have \_\_\_\_\_ Allport's definition of personality.
3. "Natural" and "Normal" are \_\_\_\_\_ as continuous, steady and linear.
4. Educational videos \_\_\_\_\_ to give babies an intellectual head start in life are to be launched in Britain.
5. Interest in early \_\_\_\_\_ has been increasing over the past decade.
6. The aim of the lecture is to \_\_\_\_\_ the ties of psychology with other disciplines.
7. You should have \_\_\_\_\_ to other scientists who had investigated the referred problem.
8. He did all that was \_\_\_\_\_ of him.
9. His power was \_\_\_\_\_ to one glass of water per day.
10. Old age \_\_\_\_\_ one's power to remember names and figures.
11. Red rash (сыпь) is a \_\_\_\_\_ characteristic of measles (корь).
12. Smoking \_\_\_\_\_ with your health.

**Exercise 4. Arrange the following words in pairs of (a) synonyms and (b) antonyms:**

- a) retarded, to monitor, prenatal, gestation, dementia, environment, to strike a bargain, ingest, fetal, pregnancy, retardation, delayed, adjustment, to counsel, inhale, to contract, adaptation, setting;
- b) beyond, normal, handicapped, unidentified, enlarge, adulthood, gradually, to accelerate, obvious, rapidly, reduce, below, gifted, vague, babyhood, to delay, abnormal, identified.

**Exercise 5. Complete the sentences using one of the words below.**

<b>determine   define   identify   differ   distinguish indicate</b>
--------------------------------------------------------------------------

1. There have been many attempts to \_\_\_\_\_ the term “exceptional child”.
2. The simplest approach to \_\_\_\_\_ normal from abnormal is to label whatever people do.
3. If mild retardation is \_\_\_\_\_ by expectations placed on the child, some puzzling things happen.
4. The term “mental retardation” covers a broad range of people who \_\_\_\_\_ from one another in the severity of developmental delay.
5. Often there are no observable pathological conditions to account for or \_\_\_\_\_ mild retardation.
6. In most instances, children who are moderately retarded are \_\_\_\_\_ during infancy.

### SPEAKING AND DISCUSSION

#### Exercise 1. Answer the following questions to the text.

1. What does an exceptional child differ from a normal one in?
2. What are the ways of defining abnormality?
3. What can be used as a rough indicator of retardation level?
4. How many levels of retardation do you know?
5. In what areas can a mildly retarded child develop his capacities?
6. What can a moderately retarded child do?
7. What is a profoundly retarded child capable of?
8. What are the factors that cause or contribute to mental retardation?
9. What can be done to help children with different degrees of developmental delay?
10. Why is it difficult to be different in any society?

#### Exercise 2. Retell the text using your active vocabulary.



**Exercise 3. Read the text, compare Bob and Carol. Give your opinion of what could be done to help them to fully develop their capabilities.**

Bob is a mildly retarded ten-year-old. His physical profile (height, weight, motor coordination) does not differ markedly from others in his age group. However, in academic areas – reading, arithmetic, and spelling – Bob is performing three and four grades below his age group. Depending on his classmates and the levels at which they are performing, Bob would fall at the bottom of the regular class group or be placed in a resource room or special class. Bob's mobility, vision, and hearing are average, but he is having problems with interpersonal relationships. Although he is a likable boy under non-threatening conditions, he is quick to take offense and fight on the playground. In the classroom he has a tendency to interrupt other children at their work and to wander aimlessly around when given an individual assignment. All of these characteristics add up to a situation in which Bob has only a few friends, although he is tolerated by his classmates. With special help he is able to maintain a marginal performance within the regular class.

Carol is also 10. She is moderately retarded and has a much more serious adaptive problem. Her development is at the level of a four-year-old (her IQ score in the 40s). She shows poor motor coordination and some minor vision and hearing problems that complicate her educational remediation. Although Carol has a pleasant personality and is generally even-tempered, her physical appearance and her mental slowness isolate her from her age-mates. Her developmental profile shows that Carol's academic performance is well below first-grade level; indeed, at maturity Carol's reading and arithmetic skills may not exceed a first- or second-grade level. She can learn important skills or concepts

in an educational setting, but the standard academic program is clearly inappropriate for her. To develop her capabilities to their maximum potential, Carol is going to need some very special experiences with specially trained personnel.

*Kirk Samuel A., Gallagher "Educating Exceptional Child", 1989, pp. 138-139*

**Exercise 4. Discuss the following statements with your group-mates making use of the expressions below.**

From my point of view...  
As I see it...  
Personally, I think I'm afraid it is false...  
That goes without saying...  
It's absolutely true that...  
I have no doubt that...

1. Everybody was a white crow at least once in his life.
2. It is not an easy task to be different.
3. Being different is not always bad.
4. Intelligence tests are potentially dangerous because they are often used to label children for good.
5. Placing an atypical child in special classes for the mentally retarded should be prosecuted by law.
6. Special educational programs of all kinds are indispensable for children with all levels of mental retardation.

**Exercise 5. Scan the text and do the tasks below.**

### DOWN SYNDROME

Impressive advances in genetic research over the past decade have revealed much about the mechanisms

by which chromosomes and genes influence or determine mental retardation.

Over a hundred genetic disorders have been identified. Fortunately, most of them are relatively rare. One of the more common and easily recognized conditions is **Down syndrome**. This condition was one of the first to be linked to a genetic abnormality. People with Down syndrome have forty-seven chromosomes instead of the normal forty-six. The condition leads to mild or moderate mental retardation and a variety of hearing, skeletal, and heart problems. The presence of Down syndrome is related to maternal age, with the incidence increasing significantly in children born to mothers of 35 or older. According to current figures, over 50 percent of Down syndrome children are born to mothers over 35. We do not know exactly why age is related to the condition. We do know, however, that the mother is not the exclusive source of the extra chromosome. The father contributes the extra chromosome in 20 to 25 percent of all cases.

The effects of Down syndrome extend well beyond the child's early development. Research now shows that individuals with Down syndrome are at substantial risk in later years for Alzheimer's disease and dementia. Systematic efforts to prevent or control this risk have yet to be made.

Different organs and systems begin to develop at different times. During these times, there are critical periods in which the organs and systems are particularly susceptible to damage from chemical agents and viruses. The effects of toxic chemicals and disease are not limited to prenatal development, many can affect the brain function of both children and adults.

Our increasing ability to monitor fetal development and the rapidly growing body of research from studies of animals have raised concerns about the effects on the unborn child of substances ingested by the mother. Teratogens (from the Greek, meaning "monster creating")

are substances that affect fetal development. Drugs (including alcohol) and cigarette smoke are prime examples of teratogens.

We know that heavy drinking by the mother during pregnancy can result in fetal alcohol syndrome – a child born mentally retarded. Lead poisoning is a primary cause of mental retardation and many other disorders in children who are born healthy. Much of the lead that enters the brain comes through the atmosphere.

The brain begins to develop about three weeks after fertilization. Over the next several weeks, the central nervous system is highly susceptible to disease. If the mother contracts rubella (German measles) during this time, her child will probably be born mentally retarded and with other serious birth defects.

Children and adults are at risk of brain damage from viruses that produce high fevers, which in turn destroy brain cells. Encephalitis is one example of this type of virus. Fortunately, it and other viruses like it are rare. Intellectual development is generally assumed to be the result of complex polygenic inheritance combined with certain environmental conditions.

There has long been an enormous gap between what we know about the brain and its function, and the set of behavioral symptoms we define as mental retardation. With current advances in our understanding of the central nervous system, however, we are able to make some reasonable assumptions about the links between that system and behavior. If the development of the nervous system is not preset at fertilization by genetic factors, the system can grow and change as the individual experiences new things. This means that environment and human interactions can play a major role in intellectual development.

Studies show that the families of mildly retarded youngsters tend to come from lower socio-economic backgrounds than do the families of moderately retarded youngsters. These findings point to cultural-familial influences as a factor in producing mild retardation.

Poverty and social disorganization in the home environment increase health risks and contribute to early and progressive language deficits and a variety of cognitive problems.

Much can be done to prevent mental retardation and consequences of different genetic disorders. One of the approaches to solving this problem is good prenatal care warning pregnant women against the dangers of drugs and smoking.

Genetic counseling for couples whose children are at risk is another one. Research is the key to causes of and possible treatments for conditions that can lead to retardation. No less important is the necessity to identify and change environmental conditions that could cause abnormal brain development. Screening newborns, diet management will help to prevent retardation as well. Another type of prevention of mental retardation is a widespread strategy of increasing educational and social services over life span.

*Op.cit., pp. 140–143*

**Task 1. Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F 1. Drugs (including alcohol) and cigarette smoke are substances that affect fetal development.
- T F 2. Lead poisoning is one of the least dangerous causes of mental retardation.
- T F 3. The environment and human interactions can play an important role in intellectual development.
- T F 4. There is no connection between the presence of Down syndrome and maternal age.
- T F 5. Genetic counseling for couples whose children are at risk is the only method to prevent mental retardation.

- T F 6. Children and adults are at risk of brain damage from viruses during their life span.

**Task 2. Paraphrase the following sentences.**

1. Research shows that individuals with Down syndrome are at substantial risk in later years for Alzheimer's disease and dementia.
2. Substances ingested by the mother can have harmful effects on the unborn child.
3. Good prenatal care helps to diminish risk of abnormal brain development.
4. If the mother is infected with some virus, her child will probably be born with a serious birth defect.
5. No less important is the necessity to identify and change environmental conditions that could cause mental retardation.

**Task 3. Convey the meaning of the following terms in your own words.**

Mental retardation, exceptional child, abnormality, chromosomal abnormalities, gestational disorders, infection and intoxication, environmental influences, Down syndrome, fetal alcohol syndrome.

**Task 4. Give a summary of the text using your active vocabulary.**

**Exercise 6. Give extensive answers to the questions using the following expressions.**

<p>On second thought I think...</p> <p>As a matter of fact...</p> <p>I dare say...</p> <p>Frankly speaking I have no idea ...</p> <p>In a nutshell ...</p>
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1. What is the reason of Down syndrome?
2. What can affect the brain function of both children and adults?
3. What is the role of environmental and cultural-familial influences in producing mental retardation?
4. Is it easy to identify a mentally retarded person?
5. What are the symptoms of different degrees of retardation?
6. Can mentally retarded individuals make social and economic adaptation to the environment?
7. What kind of training do they need?
8. What should be done to reduce the number of children who are born mentally retarded?

**Exercise 7. Give a presentation on mental retardation using helpful phrases from the chart.**

Preparing the audience	Delivering the message	Winding up	Answering the questions
Ladies and gentlemen, are we ready to begin?	Firstly Secondly	So, to cut a long story short	True Exactly
Are we all here?	I must emphasize	Let's call it a day**	My personal opinion is
I am going to be talking about	At this point we must consider	Let's summarize what we've said so far	I'm inclined to think that
Let's get down to business	I should admit that	Considering all this	That's one way of looking at it, but
The reason we are here is to	We must bear in mind that	That's about all there is to it	I see (take) your point

Continued

Preparing the audience	Delivering the message	Winding – up	Answering the questions
I'll start with... and then move on to	At this point we must consider	Let's dot the "i"s and cross the "t"s	I see what you mean, but
Finally, I'm going to	I should also mention	Thank you for listening	That may be so, but
Perhaps I could begin by saying that	This brings me to my next point	Thank you for your time and attention to my plea	To a certain extent, yes, but
I think (that) I ought to say right from the start	Let's get on	And the last thing today is	Oh, definitely
If you don't mind we'll leave questions to the end	Let's go back to my earlier point	All right. I think we've taken up the main points for today	Let me clarify that for you
I hope my lecture won't be a long shot*	Finally	Now if there are any questions, I'll be happy to answer them	Oh, I don't know No, I don't think

\* не займет много времени

\*\* давайте закончим на этом

**Exercise 8.** Comment on the presentation given by your group-mate making use of the following points and helpful phrases. Do your best so as, firstly, not to offend the speaker and, secondly, make positive criticism.

*The contents of the presentation:*

– to cover the matter fully



- to be a bit too extended
- the facts were well-chosen (varied, to the point)
- to be (quite) at home in the subject
- to be well-structured, well-planned
- to streamline the facts
- to be exact and explicit

*The command of the language:*

- to be (not) up to the mark
- to have a good (poor, sufficient, adequate) command of the language
- grammar correctness of the presentation
- to use helpful phrases (active vocabulary)

*The manner of presentation:*

- to speak distinctly and fluently (clearly, slowly, monotonously, with good/poor pronunciation, etc.)
- to have mispronouncings (slips of the tongue)
- as to the speaker's poise,\* he/she was quite self-possessed (nervous, embarrassed, calm, dispassionate, etc.) throughout the lecture

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\* манера держать себя

## WRITING

### Exercise 1. Render the following text into English.

#### Хромосомные аномалии и слабоумие

#### СИНДРОМ ДАУНА

Примерно один из 600 новорожденных рождается с хромосомной аномалией, приводящей к синдрому Дауна. Частота такого рода расстройств имеет четкую связь с возрастом матери: ожидание того, что мать моложе 30 лет родит ребенка с даун-синдромом, равно 1:2000; при возрасте матери от 30 до 35 лет – 1:1000; между 35 и 40 годами – 1:250; и

при возрасте матери свыше 40 лет – 1:50. При синдроме Дауна никогда не следует пренебрегать генетическим консультированием.

Дети с синдромом Дауна сразу же после рождения обладают типичной внешностью: веки опущены, глазные щели узкие, глаза расположены глубоко. Мышцы и суставы слабы, кисти и стопы коротки и расплющены.

Врач должен как можно скорее ознакомить родителей с диагнозом и его последствиями. Сообщение врача о диагнозе принуждает его к постоянным контактам с этой семьей. Он становится для семьи единственным человеком, который дает ей совет и оказывает помощь. Всегда необходимо, чтобы ребенок с синдромом Дауна проводил свое раннее детство в семье, где он обучится приспосабливаться к людям вне семейного гнезда.

Возможность психического развития ребенка напрямую зависит от специализированных учреждений (специализированные детские сады, детские сады с особой программой, специализированные школы, центры занятости, защищенные рабочие места в трудовых мастерских).

Пластические хирургические операции на лице, проведенные между 4 и 6 годами жизни, делают детей с синдромом Дауна более приспособленными к пребыванию в детских садах и школах, так как их внешность не столь бросается в глаза. Это особенно важно еще и потому, что по сравнению со своими умственно отсталыми сверстниками дети с синдромом Дауна способны к большей адаптации и большей гибкости в обучении. Часто удается таким образом улучшить способность детей к приобретению навыков самостоятельности.

*Авторы: М. Бауэр, Г. Фрайнберг, Г. Гофер, К.П. Киснер, Г. Крюгер и др. Психиатрия, психосоматика, психотерапия. М.: АЛТЕЙА, 1999, с. 255–258*

## GRAMMAR REVISION

ATTRIBUTIVE RELATIVE CLAUSES  
(defining and non-defining)

Relative Pronouns	Examples
<b>who</b>	Subjects who participate in the experiment were of school age. Испытуемые, которые принимали участие в эксперименте, были школьного возраста.
<b>which/that</b>	The subjects (which) you study cover different fields of psychology. Предметы, которые вы изучаете, относятся к разным областям психологии.
<b>who(m)</b>	I mean the woman (who(m)) he is talking to. Я имею в виду женщину, с которой он сейчас разговаривает.
<b>whose</b>	I paid attention to the woman whose duty was to look after children. Я обратил внимание на женщину, которая должна была присматривать за детьми.
<b>where</b>	Nobody knew the place (where) he came from. Никто не знал, откуда он родом.
<b>when</b>	Adolescence is a period when the rate of growth is faster than at any other time. Подростковый возраст это период, когда темпы роста выше, чем в любое другое время.

**Exercise 1. Answer the questions about the people in Box A using information from Boxes B and C?**

**Example:** Carl Yung is a psychologist who is best known for his description of two dominant modes of orientation in behavior: extraversion and introversion.

**A**

1. Who is Karen Horney?
2. Who is Sigmund Freud?
3. Who is Alfred Adler?
4. Who is Carl Yung?
5. Who is Gordon Allport?
6. Who is Wilhelm Wundt?
7. Who is Erich Fromm?

**B**

a representative of a neo-Freudian school  
a founder of his own psychoanalytic school  
a social psychologist  
a psychoanalyst  
a theorist  
a psychologist  
a founder

**C**

He is best known for his description of two dominant modes of orientation in behavior: extraversion and introversion.

He is noted for his theories about the way in which people develop strengths and skills in response to their awareness of inferiority.

He is known for his works on man's attempt to escape from responsibility imposed by freedom.

She is famous for her ideas concerning "basic anxiety" and "neurotic needs".

He is known for his widely accepted definition of personality.

He is well-known for his views that emotional experience during childhood may affect adult behavior.

He is noted for his development of such methods as introspection, experimentation, and historical analysis.

**Exercise 2. Make one sentence from two using who/that or which.**

**Example:** Lead is a chemical agent. It causes mental retardation.

Lead is a chemical agent which causes mental retardation.

1. Care should be taken of such children. Children are mentally retarded.

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2. The term “mental retardation” covers a broad range of children and adults. They differ from one another in the severity of developmental delay.

---

3. Psychologist identified nine groups of factors. They cause or contribute to mental retardation.

---

4. The objective here is to reduce the number of conditions. They could lead to mental retardation.

---

5. Advances in genetic research have revealed much about the mechanisms. By them chromosomes and genes influence or determine mental retardation.

---

6. Many mildly and moderately retarded children are placed in special educational programs. They help them to learn basic academic skills and acquire limited vocational skills.

---

**Exercise 3. Complete each sentence using who/whom/whose/where/which.**

1. The statistical approach to defining abnormality often corresponds to the approach \_\_\_\_\_ is based on social expectations.
2. Children \_\_\_\_\_ mothers are 35 or older are highly susceptible to the diseases.

3. Children and adults are at risk of brain damage from viruses that produce high fevers, \_\_\_\_\_ in turn destroy brain cells.
4. Home environment \_\_\_\_\_ poverty and social disorganization are present increases health risks.
5. Most profoundly retarded \_\_\_\_\_ have limited potential need training in self-care skills.
6. Youngsters \_\_\_\_\_ we may define as mildly retarded often go unidentified until they reach school age.

**Exercise 4. Study the examples with the relative clauses.**

<p><b>Example:</b> 1) Baker street is the street in London where Sherlock Holmes lived. (essential information – a defining clause)</p> <p>2) Sherlock Holmes, who never existed, was created by Arthor Conan Doyle. (extra information – a non-defining clause)</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Analyse the sentences below and find defining and non-defining clauses in them.**

1. She was admitted to graduate school, where her performance was more than satisfactory.
2. Sternberg, who has developed a model of intelligence known as logical or analytical thinking, would conclude that these people are intelligent, but in different ways.
3. Sternberg's definition includes the traditional, psychometric model's definition of intelligence, which focuses on describing thinking processes.
4. An IQ above 150 indicates the potential to become the kind of creative genius who makes an important contribution to civilization.
5. Situations that each individual experiences uniquely also affect his personality.

6. Some students move on to other less academically oriented colleges, where pressures may be less severe, and are able to complete their education in a more sheltered environment.
7. An American psychoanalyst, whose name was Karen Horney, was appointed Dean of the American Institute for Psychoanalysis in 1941.
8. Apparently the disadvantaged children who were not in intervention program benefited from having started public schooling.

**Exercise 5. Leave out who/which/that whenever possible and explain why.**

1. The psychologist whom I admire most is Sigmund Freud, a founder of his own psychoanalytical school.
2. Sigmund Freud, whom I greatly admire, is known for his ideas that emotional experience of a child may affect his adult behavior.
3. In the first course students study the type of learning which is called operant conditioning.
4. The type of learning, which is called operant conditioning, was described by B.F. Skinner of Harvard University.
5. People who tend to attribute bad events to internal and global causes are more likely to develop learned helplessness after experiencing such events and to become ill.
6. Vulnerable and subjected to outer influence people, who tend to attribute bad events to internal and global causes, are more likely to develop learned helplessness after experiencing such events and become ill.
7. Skinner constructed a box which had inside it a lever that could be operated, a food tray and a buzzer.
8. The Skinner box, which had inside it a lever, that could be operated, a food tray and a buzzer, was

- constructed to demonstrate different types of learning.
9. The hospital of St. Mary's of Bethlem in London was a kind of institution where fashionable members of the society could visit some of the inmates whose behavior was considered to be especially entertaining.
  10. The hospital of St. Mary's of Bethlem in London, whose name became shortened to Bedlam, was a kind of institution where fashionable members of the society could visit some of the inmates, whose behavior was considered to be especially entertaining, to watch the demonstration of demonic possession of them.

**Exercise 6. Study the example and put in what, that or which, where necessary.**

**Example:** She gave him what was necessary, but not everything that he wanted, which left him feeling disappointed.

**what** = *the thing(s) that*

**that** = *everything, all, anything, nothing*

**which** = *refers to the whole sentence*

1. I'm sorry about \_\_\_\_\_ I said to you last night.
2. The room is very noisy, \_\_\_\_\_ makes it difficult to concentrate.
3. Language is \_\_\_\_\_ makes people different from animals.
4. Nothing \_\_\_\_\_ you say will make me change my mind.
5. I was surprised by \_\_\_\_\_ he did.
6. She wants to carry on deeper investigation on the topic \_\_\_\_\_ doesn't seem a good idea to me.
7. The thing \_\_\_\_\_ really upset me was the way she spoke to her supervisor.
8. He told us that the results of the test were valid \_\_\_\_\_ wasn't true.



## Unit XV

### SUBSTANCE DEPENDENCE

#### APPROACHING THE TOPIC

**Discuss the following questions.**

1. Do you agree that the use of drugs is common and is simply a “bad habit”?
2. There is no harm in drinking a cup of tea, coffee or a glass of wine, eating chocolate, smoking a cigarette, is there?
3. Have you ever heard about any techniques to help people stop smoking?
4. Why is alcohol dependence the most common and widespread?
5. What do you know about drugs and drug abuse?
6. Can you draw a line between drug use and drug abuse?
7. Who do you think is at risk for infection of AIDS?

#### VOCABULARY

1. abstinence, *n* – 1. воздержание, умеренность; ~ from умеренность в чем-либо; 2. трезвенность  
abstinent, *n* – воздержанный, умеренный человек (в пище, питье и т.д.)  
abstinent, *a* – воздержанный, умеренный
2. abuse, *n* – 1. брань, ругательство, оскорбление; 2. жестокое обращение; 3. злоупотребление  
abuse, *v* – 1. оскорблять, ругать; 2. плохо, жестоко обращаться; 3. злоупотреблять  
abusive, *a* – 1. оскорбительный; 2. плохо обращающийся
3. affiliation, *n* – 1. присоединение, принятие в члены (чего-либо); 2. прослеживание истоков, установление связи с чем-либо; 3. усыновление  
affiliate, *v* – 1. присоединять (-ся); 2. принимать в члены; 3. проследить источник, установить связи, происхождение

4. agitation, *n* – 1. волнение, возбуждение, беспокойство;  
2. публичное обсуждение  
agitate, *v* – 1. волновать, возбуждать; 2. обсуждать, рассматривать (планы)  
agitated, *a* – взволнованный, возбужденный, обеспокоенный
5. aversion, *n* – 1. отвращение, антипатия; 2. предмет отвращения  
averse, *a* – нерасположенный, питающий отвращение
6. blackout, *n* – 1. временная потеря сознания, провал памяти;  
2. затемнение, светомаскировка; 3. временное отсутствие освещения
7. blunt, *v* – притуплять, затуплять (-ся)  
blunt, *a* – 1. тупой; 2. непонятливый, туповатый; 3. грубоватый, резкий, прямой
8. cardiovascular, *a* – сердечно-сосудистый
9. cessation, *n* – прекращение, остановка
10. contingency, *n* – 1. вероятность, возможность; 2. случайность, непредвиденное обстоятельство  
contingent, *a* – 1. возможный; 2. случайный, непредвиденный
11. craving, *n* – 1. страстное желание, стремление; 2. страстная мольба  
crave, *v* – 1. страстно желать, жаждать; ~ for жаждать чего-либо; 2. просить, умолять
12. dizziness, *n* – головокружение
13. fading, *n* – увядание, затухание  
fade, *v* – 1. вянуть, увядать; 2. сливаться (об оттенках); расплываться (об очертаниях, и т.д.); ~ away (постепенно) исчезать, угасать  
faded, *a* – увядший, поблекший, выцветший  
fadeless, *a* – неувядающий, неувядаемый
14. hallucination, *n* – галлюцинация, иллюзия, обман чувств  
hallucinate, *v* – вызывать галлюцинации, страдать ~ями  
hallucinative, *a* – 1. галлюциногенный, вызывающий галлюцинации; 2. характеризующийся галлюцинациями
15. impairment, *n* – 1. ущерб, повреждение; 2. ухудшение  
impair, *v* – 1. ослаблять, уменьшать; 2. ухудшать, портить, причинять ущерб
16. lethal, *a* – смертельный, летальный
17. maladaptation, *n* – плохая адаптация, недостаточная приспособленность  
maladaptive, *a* – плохо приспособленный
18. pausea, *n* – 1. тошнота; 2. отвращение; 3. морская болезнь  
nauseate, *v* – вызывать тошноту, отвращение

19. onset, *n* – 1. натиск, атака, нападение; 2. начало
20. palpitation, *n* – 1. сильное сердцебиение, пульсация; 2. трепет, дрожь  
palpitate, *v* – 1. сильно биться, пульсировать; 2. трепетать, дрожать  
palpitating, *a* – 1. пульсирующий; 2. трепещущий
21. refrain, *v* – 1. сдерживаться, воздерживаться; 2. сдерживать, обуздывать
22. relapse, *n* – 1. рецидив, возврат болезни; 2. повторение  
relapse, *v* – 1. снова впадать в какое-либо состояние; 2. браться за старое, вновь предаваться чему-либо; 3. снова заболеть
23. seizure, *n* – 1. захват, овладение; 2. припадок, приступ  
seize, *v* – 1. хватать, схватить; 2. захватывать, завладевать
24. snort, *n* – 1. храп, храпение; 2. фыркание; 3. глоток спиртного; short ~ рюмочка  
snort, *v* – 1. храпеть, похрапывать; 2. фыркать, фырчать; 3. глотать
25. stimulant, *n* – 1. возбуждающее средство; 2. раздражитель  
stimulant, *a* – стимулирующий, возбуждающий
26. stroke, *n* – 1. удар, припадок, приступ; 2. поглаживание  
stroke, *v* – гладить, поглаживать, ласкать
27. substance, *n* – 1. вещество, материя; 2. сущность, суть; in ~ в сущности; 3. действительность
28. tremor, *n* – 1. дрожание, дрожь, тремор; 2. вибрация
29. unrest, *n* – 1. беспокойство, волнение; 2. pl. волнения, беспорядки
30. vigilance, *n* – 1. бдительность, внимательность; 2. бессонница  
vigilant, *a* – 1. бдительный; 2. бодрствующий, бессонный, неусыпный

## DEVELOPING VOCABULARY

**Exercise 1.** Translate the following word combinations into Russian paying attention to your active vocabulary.

Crying *abuse*, *abuse* of power, *abuse* of alcohol, to exchange *abuse*, to *abuse* one's health, *abusive* lan-

guage; nervous *agitation*, visible *agitation*, to keep in *agitation*, to express *agitation*, wide-spread *agitation*, to carry on *agitation* against smth.; a *blunt* angle, scissors with *blunt* ends, *blunt* people, to *blunt* the edge of the pain; fatal *contingency*, unexpected *contingency*, uncertain and *contingent* causes, *contingent* expenses; beauty *fades*, the daylight *faded*, summer *fades* into autumn, *fadeless* glory, *fadeless* memories of childhood; to suffer from an *impairment* of conditions, to *impair* one's health, his vision was *impaired*, to *impair* the strength of the argument; *onset* of wind, by sudden *onset*, at the first *onset*, the *onset* of smoking, the *onset* of a disease; *palpitations* of the leaves, to *palpitate* with fear, *palpitating* haze; a *relapse* of old errors, to *relapse* into silence, to *relapse* into crime; psychomotor *seizure*, risk of *seizure*, illegal *seizure*, to *seize* smb. by the arm, to *seize* smb. by the collar, to *seize* an idea; a *stroke* of luck, paralytic *stroke*, mortal *stroke*, a *stroke* of lightning, at a *stroke*, to *stroke* one's chin.

**Exercise 2. Translate the following word combinations into English paying attention to your active vocabulary.**

*Воздержание* от курения; быть умеренным в еде; предмет *отвращения*, питать отвращение к кому-либо/чему-либо, почувствовать антипатию к кому-либо, ненавидящий войну, нерасположенный сделать что-либо; *прекращение* военных действий; *молить* о милосердии, просить разрешения, исполнить страстное желание; испытывать *головокружение* и *тошноту*, вызывать тошноту, страдать от морской болезни; *воздерживаться* от какого-либо поступка, обуздать гнев, не сдерживать слез; серое *вещество*

головного мозга, гормон роста, тяжелое вещество, эмоциональное содержание, перейти к сущности вопроса; мышечный *тремор*, постоянная вибрация, дрожь волнения, толчки землетрясения; быть *бдительным*, страдать от бессонницы, под неусыпным надзором.

**Exercise 3. Translate the following sentences into English using the indicated words from the vocabulary list.**

- |              |                                                          |
|--------------|----------------------------------------------------------|
| agitated     | 1. После бури море <i>неспокойно</i> .                   |
| aversive     | 2. Он <i>терпеть не может</i> перегружать себя работой.  |
| contingency  | 3. Мы должны быть готовы ко всяким <i>случайностям</i> . |
| nauseate     | 4. Меня <i>тошнит</i> от этой мысли.                     |
| to palpitate | 5. В его статьях <i>чувствуется</i> биение жизни.        |
| to refrain   | 6. Он <i>не мог не улыбнуться</i> .                      |
| to seize     | 7. Они <i>захватили</i> все, что могли.                  |
| substance    | 8. У него нет ничего за душой, он <i>пустой</i> человек. |
| tremor       | 9. Он встретил смерть <i>без содрогания</i> .            |

## READING

### DRUG DEPENDENCE

The use of drugs is common in our society and not necessarily considered maladaptive. For example, most adults drink alcohol at social functions, and many finish off a meal with a cigarette. Drugs have been used since recorded history as part of religious function. Psychoactive drugs are used medically to treat depres-

sion, anxiety and pain. Many individuals drink beer to reduce social anxiety, take barbiturates to fall asleep, use narcotics to feel euphoric, drink coffee to get going in the morning, or smoke marijuana to enrich their perception of music. Human beings seem drawn to psychoactive drugs. Most of us would not quarrel that above examples do not constitute substance abuse, so when does the use of drugs become a disorder?

Normal consciousness is altered by psychoactive drugs, chemicals that induce changes in mood, thinking, perception and behavior by affecting neuronal activity. Most adolescents become drug users at some point in their development, whether limited to alcohol, caffeine and cigarettes, or extended to marijuana, cocaine, and hard drugs. The initial step in adolescent drug abuse is often laid in the childhood years, when children fail to receive nurturance from their parents and grow in conflict-ridden families. Adolescent characteristics, such as lack of a conventional orientation and inability to control emotions, are then expressed in affiliations with peers who take drugs, which in turn, leads to drug use.

During the social and political unrest many youth turn to marijuana, stimulants and hallucinogens. Increase in alcohol consumption by adolescents is also noted.

How is it that people go from psychoactive drug use to drug abuse? Substance abuse is associated with severe physical, emotional, financial and social problems. The diagnosis of substance dependence is made if a person exhibits: (1) loss of control over use of substance, (2) psychological impairment because of substance use, and (3) evidence of affective or physiological adaptation to the drug.

As for alcohol dependence it can be familial. Biological factors are associated with it. Genetic risk studies suggest that people hereditary predisposed to become dependent on alcohol are more sensitive to the

pleasure-producing effects of alcohol. Genetically high-risk individuals are susceptible to alcohol even at first drink. One of the reasons why people may drink alcohol is to reduce tension. After a few experiences with alcohol, people learn that drinking reduces anxiety, helps them to cope with their phobias, improves their moods, facilitates the perception of negative life events in a more optimistic light. So people continue to drink and some begin to abuse alcohol. Alcohol in high doses interferes with coordination and depresses motor and sensory functioning. At very high doses, alcohol can cause blackouts, unconsciousness, respiratory depression, and possibly death. Alcohol dependence is the most common mental disorder, with prevalence of 13 percent of population. Alcohol intoxication results in impaired judgement and is associated with about half of all fatal car accidents and suicides.

As for stimulants which have the effect of increasing subjective energy and producing affective states of euphoria and confidence, they are caffeine, nicotine, cocaine and antidepressants.

A lot of people do not go a single day without ingesting caffeine, which is found in a variety of products including coffee, tea, soft drinks, chocolate, cold pills, diet pills and stimulant tablets. At low doses caffeine improves attention and concentration, but at high doses it may impair both. Caffeine's ability to enhance mental arousal may make it difficult to fall asleep. Excessive use of it may lead to caffeinism marked by agitation, insomnia, and intense anxiety.

Although the health consequences of cigarette smoking are well known, it is commonly assumed that tobacco is not the same class as other psychoactive drugs of abuse. It is remarked that smoking is simply a "bad habit". The active ingredient in tobacco use that produces psychoactive effects is nicotine. During stressful times the motivation to smoke cigarettes increases. Tobacco dependence produces affective plea-

sure, tolerance and withdrawal. It is easy for most people to give up smoking, but many then relapse within one year. Relapse is often precipitated by withdrawal symptoms. The familiar nicotine fits are characterized by sleep disruption, nausea, headaches, increased appetite, irritability, anxiety, poor concentration, increased heart rate and hand tremor. That can be relieved by re-dosing on nicotine.

Cocaine comes from the coca plant, native to Bolivia and Peru. For many years Bolivians and Peruvians chewed the plant to increase their stamina. Today cocaine is usually snorted, smoked, or injected in the form of crystals or powder. The effect is a rush of euphoric feelings, with eventually wear off, followed by depressive feelings, lethargy, insomnia and irritability. Cocaine has potent cardiovascular effects and is potentially addictive. The death of sports star Len Bias demonstrates how lethal cocaine can be. When the drug's effects are extreme, it can produce a heart attack, stroke, or brain seizure.

Stimulant use, especially cocaine, has increased in recent years and the introduction of more potent forms of cocaine (crack) has led to a dramatic increase in the incidence of medical and social problems from it. This includes psychosis and paranoia during chronic use and lack of energy and motivation during the crash from stimulants.

The hallucinogens produce perceptual changes and hallucinations. They may cause panic attacks during intoxication and, in some susceptible people, prolonged psychotic states follow drug use.

Marijuana, for example, decreases attention and vigilance. Experimental studies of marijuana intoxication reveal impairment in a variety of cognitive functions, including short-term memory and intellectual tasks. About one-third of regular marijuana users experience occasional episodes of acute panic, paranoid reactions and distortions in body image.



Opium, its natural derivatives morphine and heroine are narcotics which can produce a dreamlike state of calm euphoria. Because of their ability to cross the blood-brain barrier quickly narcotics produce an intense high mood effect that is followed by an unpleasant mood and narcotic craving four to six hours later. The opiates produce their pharmacological effects by binding to opiate receptors. They blunt the emotions and physical consequences of pain but larger and larger doses are required to achieve the same effect.

The use of alcohol, intravenous narcotic use facilitate the contacts of drug users with high-risk individuals, with those who can be infected with HIV (Human Immunodeficiency Virus). Drug abusers have a high incidence of behaviors that could put them at risk for infection and increase the spread of AIDS (Severe Immunodeficiency State).

Drug abuse affects and is affected by cultural context. Society can try to stop drug dependence by limiting drug availability, limiting demand through education, and providing adequate treatment.

*D.L.Rosenham, Martin E.P.Seligman. Abnormal Psychology. Second ed. New-York, London, 1989, pp. 461-491*

### COMPREHENSION CHECK

**Exercise 1. Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F 1. Trying to relax, to reduce social anxiety and improve the moods a human being will inevitably start using psychoactive drugs.
- T F 2. The increase of alcohol consumption is noted during the social and political unrest.

- T F 3. Drug users will certainly become drug abusers.
- T F 4. Loss of control is one of the characteristics of the diagnosis of substance dependence.
- T F 5. Alcohol intoxication is associated with about half of all fatal car accidents.
- T F 6. Excessive use of drugs can produce insomnia, intense anxiety, irritability but it never leads to death.
- T F 7. It is easy for most people to give up smoking.
- T F 8. One half of regular marijuana users experience paranoid reactions.
- T F 9. Opium is an artificial substitute for morphine.
- T F 10. Drug abuse affects and is affected by cultural environment.

**Exercise 2. Read the text again, divide it into logical parts, and give names to each of them.**

**Exercise 3. Make up the questions to the following answers.**

1. \_\_\_\_\_  
to treat depression, anxiety and pain.
2. \_\_\_\_\_  
to get going in the morning.
3. \_\_\_\_\_  
by chemicals, that induce changes in mood, thinking etc.
4. \_\_\_\_\_  
when children fail to receive nurturance from their parents and grow in conflict-ridden families.
5. \_\_\_\_\_  
with severe physical, emotional, financial and social problems.

6. \_\_\_\_\_  
people predisposed to become dependent on alcohol are.
7. \_\_\_\_\_  
it interferes with coordination and depresses motor and sensory functioning.
8. \_\_\_\_\_  
13 percent of population.
9. \_\_\_\_\_  
They are characterized by sleep disruption, nausea, headaches, increased appetite and etc.
10. \_\_\_\_\_  
about one-third of regular marijuana users.

## LANGUAGE FOCUS

**Exercise 1. Match the English word combinations in the left-hand column with the Russian equivalents in the right-hand column.**

1	to be altered by smth.	A	люди повышенной группы риска
2	to depress motor and sensory functioning	B	отсутствие общепринятой ориентации
3	to be laid in childhood	C	привязанность к ровесникам
4	affective and physiological adaptation	D	изменяться под воздействием чего-либо
5	lack of conventional orientation	E	усиливать умственную активность
6	to be precipitated by withdrawal symptoms	F	закладываться в детстве
7	to enhance mental arousal	G	эмоциональная и физиологическая адаптация
8	narcotic craving	H	подавлять сенсорно-двигательные функции
9	high-risk individuals	I	ускоряться симптомами, характерными для отказа (от курения)
10	affiliation with peers	J	непреодолимая потребность в наркотиках

**Exercise 2.**

- A. Guess the meaning and give appropriate translation of the following English terminological word combinations.**

**Abuse**

~ of narcotics  
~ of alcohol  
~ of words  
temporal ~  
permanent ~

**Aversion**

~ of tragic end  
~ of danger  
~ to smoking  
~ to drinking  
~ to spiders

**Impairment**

functional ~  
hearing ~  
performance ~  
vision ~  
motor ~

**Dependence**

drug ~  
field ~  
functional ~  
social ~  
price ~

**Seizure**

heart ~  
brain ~  
epileptic ~  
coughing ~  
yawning ~

**Substance**

stimulating ~  
growth promoting ~  
white ~  
transparent ~  
a man of ~

- B. Convey the meaning of some terms above in your own words.**

**Exercise 3.**

- A. Fill in the columns with the proper derivatives of the following words whenever possible.**

<b>Verb</b>	<b>Noun</b>	<b>Adjectives</b>
to record	...	...
...	perception	...
to abuse	...	...
...	...	predisposed
...	impairment	...
to intoxicate	...	...
...	snort	...
...	...	addicted, addictive
to arouse	...	...
...	...	infected, infectious

**B. Put a suitable word from the box above into each gap.**

1. The surrounding cues and features of the environment contribute to the total process of \_\_\_\_.
2. Alcohol \_\_\_\_ results in impaired judgement and is associated with about half of all fatal car accidents.
3. Tobacco is not the same class as other psychoactive drugs of \_\_\_\_.
4. Cocaine is usually \_\_\_\_, smoked or injected in the form of crystals or powder.
5. Cocaine has cardiovascular effects and is potentially \_\_\_\_.
6. Caffeine's ability to enhance mental \_\_\_\_ may make it difficult to fall asleep.
7. Experimental studies of marijuana intoxication reveal \_\_\_\_ in a variety of cognitive functions.
8. Drug abusers have a high incidence of behaviors that could put them at risk for \_\_\_\_.
9. Genetic risk studies suggest that people hereditary \_\_\_\_ to become dependent on alcohol are more susceptible to different mental disorders.
10. The exact number of HIV infected is not \_\_\_\_ as yet.

**Exercise 4. Arrange the following words in pairs of (a) synonyms and (b) antonyms:**

- a) blackout, onset, insomnia, to impair, seizure, agitation, attack, aversion, to abuse, unrest, nausea, to addict, vigilance, darkening, to damage, stroke;
- b) abstinence, tolerance, to blunt, withdrawal, reveal, fade, conceal, unrest, hard-drinking, to sharpen, lethal, approach, bloom, intolerance, immortal, order.

**Exercise 5.**

**A. Put the words in the box under the following headings connected with substance dependence.**

- kinds of drugs
- people
- other words

workaholic	marijuana	hallucinogens
stimulants	alcoholic	chocoholic
tea abuser	morphine	heavy smoker
narcotics	nicotine	opium
alcohol	barbiturates	antidepressants
cocaine	intoxication	crack
insomnia	brain seizure	sleep disruption

**B. Complete these sentences using one of the words from the box above in each space.**

1. They are sad creatures ruled by deadly substances such as \_\_\_\_ and \_\_\_\_.
2. Those who crave for chocolate drinks, cakes, bars of chocolate, chocolate sweets and biscuits are called \_\_\_\_.
3. A well-known member of British Parliament Tony Ben can't live without his favorite drink – tea. He is a \_\_\_\_.
4. Being \_\_\_\_ leads to headaches, increased appetite, high heart rate and \_\_\_\_.
5. Overusage of \_\_\_\_ is followed by a stroke or \_\_\_\_ and can even be lethal.
6. Caffeine, \_\_\_\_, cocaine are stimulants.
7. \_\_\_\_ produce perceptual changes and hallucinations.
8. \_\_\_\_ as a more potent form of cocaine has a more dramatic effect upon the users of it.

9. Working 48-50 hours a week is not a problem for him. He is a well-known \_\_\_\_.
10. \_\_\_\_ produces a dreamlike state of calm euphoria.

**Exercise 6. Here is a list of factors that can cause substance dependence. Match each one with its description.**

- |                            |                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Personality factor      | a ____ It was Tom who offered her first drink. It was fun. They met every day, stopped for a couple of beers on the way to school. Annie used to be a cheerleader, but she was kicked off the squad. Soon she and several of her peers were drinking almost every morning. Sometimes they skipped school and went to the woods to drink. Annie's whole life began to revolve around her drinking. |
| 2. Cultural differences    | b ____ The 1960s and 1970s were a time of marked increases in the use of illicit drugs. Many adolescents turned to marijuana, stimulants or hallucinogens. That was the time of instability and disorder.                                                                                                                                                                                         |
| 3. Affiliations with peers | c ____ Adoption studies in Denmark have shown that sons of biological parents who are alcohol dependent have a four times increased risk of alcohol dependence,                                                                                                                                                                                                                                   |

- which is in this case a genetic, inherited disorder.
4. Social and political unrest      d \_\_\_\_ Links between antisocial personality in adolescence and later drug use, especially alcohol abuse, have been established. In general, behaviors such as rejection of rules, poor impulse control, hyperactivity, and poor regard for established institutions predict later substance abuse.
5. Inherited biological traits      e \_\_\_\_ The incidence of drug abuse differs wildly across different cultures. Alcohol dependence is particularly high among the Northern Europeans and Irish but less prevalent among the Mediterranean cultures.

### SPEAKING AND DISCUSSION

**Exercise 1. Give a summary of the text.**

**Exercise 2. Scan the text below and be ready to give extended answers to the following questions.**

1. Why is adolescence a period associated with widespread use of psychoactive drugs?
2. What is the role of parents and peers in adolescent drug abuse?
3. What stimulates drug use by adolescents?

Adolescence is a period associated with widespread use of psychoactive drugs, including alcohol, nicotine, marijuana, and cocaine. Despite concerns about adoles-



cent use of other drugs, alcohol is the drug of choice among adolescents. More than two-thirds of high-school seniors use alcohol regularly. Drug use by adolescents is related to the use of drugs by their peers and parents. For example, adolescents are more likely to begin smoking if their peers and parents smoke, and peer-group drug use is the strongest factor in the promotion of adolescent drug use. Though some adolescents use drugs and alcohol because their peers use them, many use drugs because their peers fail to discourage their use. Drug use by adolescents is also stimulated by negative emotions. A study of college students found that those experiencing uncontrollable stressful negative life events were more likely than other students to resort to alcohol and other drugs to reduce their emotional distress. Fortunately, despite the risks associated with sexual irresponsibility and drug and alcohol abuse, most adolescents survive the trials and tribulations of adolescence and enter adulthood relatively unscathed.

*Sdorov L.M. Psychology. Brown & Benchmark Publishers, 1993. Ch. 5, p. 158*

**Exercise 3. Discuss the following statements with your group-mates making use of the expressions below.**

There is no doubt, that ...  
The way I see it ...  
From what I know ...  
You see ...  
It's an open secret ...  
It's a well-known fact ...

1. Individuals with antisocial personality traits are more likely to try out different drugs and increase risk of dependence.

2. Intravenous narcotic use is a major risk factor for infection with Human Immunodeficiency Virus.
3. Substance abuse is the leading health problem in any society. Despite severe medical and social consequences, society continues to have an ambivalent attitude to psychoactive drugs.
4. Life expectancy of an alcohol-dependent person is reduced by 12 years.

**Exercise 4. Scan the text and do the tasks below.**

### SMOKING TOBACCO

Perhaps the worst single health-impairing habit is smoking. Smokers become addicted to the nicotine in tobacco. Though smokers claim they smoke to relieve anxiety or to make them more alert, they actually smoke to avoid the unpleasant symptoms of nicotine withdrawal, which include irritability, hand tremors, heart palpitations, and difficulty concentrating. Thus, addicted smokers smoke to regulate the level of nicotine in their body. Under stressful circumstances, as when expressing one's opinions in social interactions, smokers report that smoking reduces their anxiety, perhaps because stress makes their bodies crave higher levels of nicotine. Smoking is especially difficult to resist because it may become an automatic response to many everyday situations, as in the case of smokers who light a cigarette when answering the telephone, after eating a meal, or upon leaving a class.

Smoking produces harmful side-effects through the actions of tars and other substances in cigarette smoke. Smoking causes fatigue by reducing the blood's ability to carry oxygen, making smoking as an especially bad habit for athletes. But, more important, each year smoking contributes to the deaths from stroke, cancer, emphysema, and heart disease.

The ill effects of smoking make imperative programs to prevent the onset of smoking and to help smokers quit. Children are more likely to start smoking if their parents and peers smoke. Many smoking-prevention programs are based in schools and provide information about the immediate and long-term social and physical consequences of smoking. Students learn that smoking, in the short run, causes bad health, yellow teeth and fingers, and weakened stamina. They also learn that smoking, in the long run, causes cancer, emphysema, and cardiovascular disease. But simply providing children with information about the ill effects of smoking is not enough to prevent them from starting. Smoking-prevention programs must also teach students how to resist peer pressure and advertisements that encourage them to begin smoking. Overall, smoking-prevention programs have been effective, reducing the number of new smokers among participants by 50 percent.

Though programs to prevent the onset of smoking are important, programs to help people stop smoking are also necessary. Health psychologists use a variety of techniques to help people stop smoking. Subjects are taught to expect certain symptoms of nicotine withdrawal, which typically last four weeks. But certain consequences of quitting, including hunger, weight gain, and nicotine craving may persist for six months or more. Nicotine prevents weight gain by reducing hunger and increasing metabolism. Because more harm is caused by tars and other chemicals than by the nicotine in tobacco, some treatments aim at preventing smoking by providing subjects with nicotine through safer routes. These nicotine-replacement techniques prevent some of the relapse caused by nicotine craving or the desire to avoid weight gain.

The chief nicotine-replacement technique is the use of nicotine chewing gum. A technique growing in popularity is the use of a nicotine patch, which provides

nicotine through the skin. Nicotine replacement has proved successful. One study compared the effectiveness of nicotine gum and the effectiveness of placebo gum (which did not contain nicotine). The results showed that during the first two weeks after they quit smoking, those who chewed nicotine gum experienced less intense withdrawal symptoms than those who chewed placebo gum. Nicotine gum not only reduces withdrawal symptoms, it leads to longer abstinence than among people who quit without using nicotine gum. Another advantage of nicotine gum is that it may increase the motivation of weight-conscious smokers to abstain from smoking. A study of more than a thousand participants in a smoking relapse prevention program found that those who chewed nicotine gum gained significantly less weight than those who did not.

Of course, nicotine gum does not help smokers overcome their addiction to nicotine. Those who wish to overcome their addiction do better if they are high in two of the factors that appear repeatedly as health promoters: a feeling of self-efficacy and the presence of social support. For those who are motivated to overcome their addiction, nicotine fading is useful. This technique gradually weans smokers off nicotine by having them use cigarettes with lower and lower nicotine content until it has been reduced to virtually zero. Nicotine fading has proved successful.

A more extreme technique is rapid smoking, a form of aversion therapy in which the smoker is forced to take a puff every six to eight seconds for several minutes. This induces feelings of nausea and dizziness, and after several sessions, the person may develop an aversion to smoking. Like nicotine fading, rapid smoking has proved effective. But rapid smoking, which floods the bloodstream with nicotine, may induce heartbeat irregularities. This might make it dangerous for smokers with cardiac problems. Nonetheless, a

study that compared the benefits of quitting to the risks of rapid smoking concluded that smokers with mild or moderate heart disease would be less likely to be harmed by rapid smoking than by continuing to be smokers.

Another approach to smoking cessation involves self-management programs, which use behavior modification to promote smoking cessation. The programs encourage smokers to avoid stimuli that act as cues for smoking, such as coffee breaks, alcoholic beverages, and other smokers. Smokers in self-management programs may also take part in contingency contracting, in which they are rewarded by his or her spouse with a vacation trip. Self-management programs show promise, with up to 50 percent of participants still refraining from smoking a year after completing their programs.

Still another way of promoting smoking cessation is to train physicians in how to help their patients stop. One study included 83 family physicians with nearly two thousand patients who smoked. Physicians who had received special training in smoking cessation had more patients who quit smoking and who abstained longer than did physicians who had not received training. If all family physicians received such training, they might help thousands more patients quit smoking.

*Sdorov L.M. "Psychology". Lafayette College, Beaver College, Brown & Benchmark, 1993, pp. 658-660*

**Task 1. Say whether these statements are true (T) or false (F), and if they are false, say why.**

- T F 1. Addicted smokers smoke to regulate the level of nicotine in their bodies.
- T F 2. The ill effects of smoking make imperative programs to help smokers quit.

- T F 3. Providing children with information about health-impairing sides of smoking is quite enough to prevent them from starting.
- T F 4. There is only one technique that helps the smoker to develop an aversion to smoking, but it doesn't work.
- T F 5. The results obtained by specially trained family physicians are more successful than by physicians who hadn't received any training in this field.
- T F 6. The use of nicotine increases appetite, helps to have sound sleep, reduces anxiety, helps to relax and calm down.
- T F 7. Tobacco was first used by American Indians. It spread quickly to Europe soon after Christopher Columbus brought tobacco from the New World.
- T F 8. To resist smoking is not a difficult task, because there are a lot of smoking prevention programs and highly-skilled specialists.

**Task 2. Enlarge your professional vocabulary. Match the English word combinations with the Russian equivalents.**

- |                                           |                                                          |
|-------------------------------------------|----------------------------------------------------------|
| 1. health-impairing habit                 | a – воздерживаться от                                    |
| 2. imperative smoking-prevention programs | b – прекращение курения                                  |
| 3. nicotine-replacement techniques        | c – семейный терапевт                                    |
| 4. nicotine withdrawal                    | d – крайне необходимые программы по профилактике курения |
| 5. weight-conscious smokers               | e – вредные последствия курения                          |

- |                                 |                                                                          |
|---------------------------------|--------------------------------------------------------------------------|
| 6. to wean smokers off nicotine | f – привычка, вредная для здоровья                                       |
| 7. smoking cessation            | g – курильщики, озабоченные своим весом                                  |
| 8. to refrain from              | h – отучать от никотина                                                  |
| 9. family physician             | i – отказ от никотина                                                    |
| 10. ill effects of smoking      | j – способы отучения от курения путем замены никотина другими веществами |

**Task 3.**      **Answer the following questions (questions 1–3 have more than one correct answer). Then find a partner, compare your answers and swap information.**

1. How would you explain the everyday usage of psychoactive drugs?
  - a) to follow your parents' example
  - b) for pleasure-producing effects
  - c) it is a habit with people
  - d) for the effect of increasing energy and confidence
2. How would you account for the prevalence of alcohol and smoking tobacco?
  - a) it is available
  - b) it is customary
  - c) it is the simplest thing to relax and reduce tension
  - d) it is cheap
3. How would you describe a drug abuser?
  - a) irritable, anxious, has poor concentration and coordination
  - b) talkative, restless, overoptimistic, tremor of hands
  - c) is in a dreamlike state of calm euphoria
  - d) worn out, depressive, sulky, dispassionate, unsociable and insensible
  - e) always complaining

4. Why do you think children in conflict-ridden families are more susceptible to being drug abusers?
5. How is substance abuse connected with social problems?
6. The possible side of psychoactive drugs is that they are medically used to treat depression, anxiety and pain, isn't it?
7. Can you say anything for the use of drugs?
8. What could be done to reduce drug addiction?
9. Can knowledge about AIDS and HIV stop people from drug use?
10. What should be done to overcome this problem?
11. What other types of addiction do you know?
12. Is it always necessary to stop being an addict of any kind?

### Exercise 5.

- A. Give a presentation of a lecture on substance dependence. Use the chart from Ex. 7 (Unit XIV).
- B. Be ready to comment on the presentation made by your group-mates. Make use of the points from Ex. 8 (Unit XIY) and helpful phrases below.

*The contents of the presentation:*

- the fact chosen helped to hold attention and interest of the listeners
- to find a correct approach to the subject
- to elaborate on

*The command of the language:*

- great amount of grammar mistakes hinder the comprehension
- to have an appropriate command of the language

*The manner of the presentation:*

- rapid speech
- my impression is (un/hardly/quite) favourable
- all in all it was really good



## WRITING

**Exercise 1. Develop the following topics in written form. Make use of the active vocabulary given in brackets.**

1. Smoking produces harmful effects through the actions of tars and other substances in cigarette smoke (to become addicted to, to relieve anxiety, irritability, hand tremor, heart palpitation, difficulty concentrating, stroke, cancer, emphysema, heart disease, headaches, dizziness, nausea, bad breath, yellow teeth, weakened stamina).
2. There are several techniques which are used to help people stop smoking (nicotine-replacement technique, relapse, nicotine craving, to avoid weight gain, nicotine patch, nicotine chewing gum, placebo gum, withdrawal symptoms, motivation, to abstain from, self-efficiency, nicotine fading, lower nicotine content, rapid smoking, heartbeat irregularities, self-management programs, family physicians' training).

**Exercise 2. Render the following text into English.**

**Злоупотребление и зависимость от так называемых  
ядов, вызывающих удовольствие**

*Никотин*

При никотиновой зависимости напрасные усилия отменить или предупредить потребление табака могут вызвать синдром отмены. При этом пациент должен знать, что курение ухудшает его состояние при тяжелых соматических расстройствах (поражение дыхательных путей, кардиоваскулярные заболевания).

Синдром отмены никотина характеризуется сильным желанием курить, раздражительностью, страхом, нарушением концентрации внимания, беспокойством, головной болью и желудочно-кишечными расстройствами. Он достигает максимума через два часа после выкуривания последней сигареты и исчезает после курения.

### *Кофеин*

Главной чертой кофеиновой интоксикации является непоседливость, нервозность, возбуждение и бессонница, желудочно-кишечные боли. При потреблении более 1 г кофеина в день (одна чашка кофе содержит от 100 до 150 мг кофеина) возможно психомоторное возбуждение, многословие и словесный поток, а также нарушения сердечного ритма. Увеличение суточного приема до 10 г может вызвать судороги и подавление дыхания.

Продающиеся без рецептов стимуляторы и средства от мигрени содержат около 100 мг кофеина в таблетке.

### *Нарушения влечений, не связанные с субстанцией*

Сюда относятся так называемые “новые” болезненные влечения, такие как игры, работа, секс, увлечение медитированием или даже покупками и т.д. Следует, однако, предостеречь от бессмысленного расширения понятия “болезненное влечение, страсть”. Анамнез зависимых пациентов показывает, что источником болезненной страсти может служить все, что бросается в глаза. Нередко после длительной абстиненции под влиянием переживаний и социальных нагрузок наблюдается переход к зависимости, связанной с применением психотропной субстанции.

Нарушения питания (ожирение, булимия, анорексия) нередко являются предшественниками или

следствием зависимости, а иногда представляют заболевания, сопровождающие зависимость.

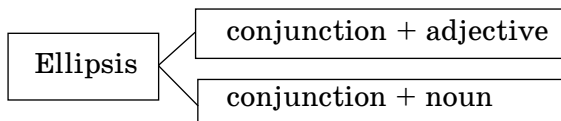
*Редакторы-составители: К.П. Кискер, Г. Фрайберггер, Г.К. Розе, Э. Вульф. Психиатрия, психосоматика, психотерапия. Авторы: М. Бауэр, Г. Фрайберггер, Г. Газельбек, Г. Гофер, К.П. Кискер, Г. Крюгер и др. Georg Thieme Stuttgart New-York, 1991. М.: АЛТЕЙА, 1999, с. 224*

## GRAMMAR REVISION

### ELLIPTICAL STRUCTURES (ELLIPSIS)

Ellipsis is a construction when you can leave out words (a subject or a predicative or both) or part of the subordinate clause to avoid repetition, or when the meaning can be understood without them.

**Form:**



**Conjunctions:** **although, though, if, once (если), when, while, whatever, no matter how, however, whether...or, if any, if anything.**

**Example:** When (you are) in Rome, do as the Romans do.  
В чужой монастырь со своим уставом не ходят.

**Exercise 1. Change ellipses into full subordinate clauses and translate the sentences into Russian.**

1. Though invisible in themselves, ultra-violet rays can show all the inner defects of a human body.

2. When faced with a problem that we wish to solve, we usually resort to convergent thinking.
3. The phenomenon of dreaming indicates that we think while in a sleep.
4. Once betrayed, people can't believe in loyalty and decency late and are very careful in making friends.
5. Whatever the sensory modality, there are constancies of relationships between features of the stimulus – between retinal size and distance in the case of size constancy.
6. No matter how weak the pain, it makes us push all other thoughts out of consciousness until we do something to make the pain go away.
7. When concentrated, we are unaware of background stimuli such as other people's concentrations, if any of them.
8. Where possible, meditation was used, as an effective technique for inducing relaxation.
9. However hard, people try to deny their own feelings and accept the values of others, they begin to feel more uncomfortable about themselves.
10. Observation of the changes of mood in such cases suggests that there can be few, if any, positive tendencies.

**Exercise 2. Change full subordinate clauses into ellipses and translate the sentences into Russian.**

1. When they are confronted with an overly critical employer, some people will be merely annoyed while others will be enraged.
2. If upon awakening we make an effort to remember what we were dreaming at the time, some of the dream content will be recalled later.

3. Although hidden-observer experiments have been replicated in many laboratories and clinics, they have been criticized on methodological grounds.
4. However convincing declarations of repentance are, antisocial personalities seldom live up to these declarations.
5. Whatever aggressive the children's behaviors are, they may have the most comprehensive explanation.
6. No matter how difficult the problem of high divorce rate is, there are many approaches to marital therapy.
7. If it is possible, the quickest path toward changing social attitudes is to first change behavior by changing social norms.
8. When the college students were asked to memorize and recall random numbers, they easily overperformed the ten-year-olds.
9. But when they were tested on their ability to recall actual positions of the chess pieces on the board, the ten-year-old experts did better than the 18-year-old chess amateurs.
10. Regardless of whether low or high similarity had been the basis for room assignments, roommates came to like each other.

**Exercise 3. Translate the sentences from Russian into English using ellipses.**

1. Если вы заинтересованы в запоминании ваших снов, держите на прикроватной тумбе блокнот и карандаш, чтобы, проснувшись, записать их.
2. Человек может не проявить свои эмоции, даже когда ему сообщают о тяжелой болезни близкого родственника.
3. Когда было проведено повторное исследование в 1984 году, оно показало, что и мужчины и жен-

- щины отказались бы жениться или выйти замуж без любви.
4. Свидетель чрезвычайного происшествия с меньшей вероятностью вмешается или станет помогать, если он находится в группе, нежели один.
  5. Хотя разговорный словарь годовалого ребенка ограничен, он насчитывает около 10 слов, которые ассоциируются с определенными людьми и понятиями.
  6. Как бы ни был развит пятилетний ребенок, он все же довольно эгоцентричен в своем видении мира и обычно не знает, как взаимодействовать с другими детьми.
  7. Если вы сильно нервничаете перед экзаменом, чтобы снизить тревожность перед экзаменом, уточните дату, время и место его проведения и, если это возможно, посетите аудиторию, где будет проходить экзамен.
  8. Каким бы напряженным ни был ваш рабочий день, в нем должны быть перерывы, чтобы вы могли расслабиться, снизить уровень напряженности и восстановить свои силы.

## **SUPPLEMENTARY READING**

## MEMORY

Every aspect of daily behavior even ones as automatic as knowing who we are and where we live is guided by memories of past experiences. Research scientists have distinguished three phases of memory. First, registering or encoding an event into a memory trace; next, storing and retaining it over a period of time; and finally, retrieving and using it to guide actions. Memory for a particular episode may fail due to errors in any of these three phases. Research is also uncovering many types of memory, each with distinctive characteristics and functions.

To study memory in humans, researchers have devised simple laboratory tasks that permit memory reports to be compared with what actually happened. Subjects may be asked to study a list of words or view a set of pictures or novel shapes; in some cases, they may be presented with more complex material, such as a written narrative, a staged episode, or a film clip. Although such situations seem far removed from everyday remembering, this research has yielded surprising insights into how memory works.

### Reconstructive Memory

One important discovery is that remembering is not just a matter of reproducing a copy of what happened in the past. In important respects, people actively reconstruct representations of events based on fragmentary information stored in memory as well as their inferences about what probably occurred. For this reason, human memory is often not completely reliable. People frequently confuse what happened at one time with what happened at another, or they mix together parts of several memories. When their memories are vague, they fill in the gaps with what they believe to be probably true, often about awareness of their guesswork. The tendency to edit and embellish what we re-



call seems to be a natural outcome of the way human memory works. Considerable research shows that knowledge acquired after an event often becomes incorporated into memory for that event. In a typical study, subjects first witness a complex event, such as a simulated crime or an automobile accident. Then half of the participants receive new and misleading information about the event, often subtly disguised in questions they are asked about it. The other participants receive no such misinformation. When the subjects recall the original event, those given the misleading information reveal distorted memories. This effect has been confirmed in many studies. People have recalled nonexistent broken glass and tape recorders, a clean-shaven man as having a moustache, straight hair as curly, and even a large barn in a rural scene that had no buildings at all. Going beyond demonstration studies, more than a decade of research has revealed the conditions when people are particularly susceptible to post-event misinformation. Memories are especially prone to modification when the passage of time allows the original memory to fade and when the misinformation is subtle and comes from a credible source. Memory reconstruction has also been studied in the context of eyewitness accounts. Interestingly, research shows little relationship between a witness's degree of certainty and the accuracy of the memory, illustrating that confidence levels, like the contents of memory, are malleable. Witnesses become more certain of their recall if they receive corroborating information from someone viewed as having reliable information. These results underscore the point that memory is not pure. What we remember is affected by what we believe about the person or event being remembered.

### **Emotion and Memory**

Recent research has focused on how memories are shaped by a person's emotional state. Interest in this

topic started with Freud's concept of repression, or motivated forgetting of threatening material. Although interest in documenting repression-like effects continues, recent research has discovered several further phenomena relating memory to emotion and mood.

"Mood-congruent memory" occurs when one's current mood aids the processing of material that has a similar emotional valence. Thus, a depressed mood heightens memory for unpleasant events, while elation heightens memory for pleasant events. Depression affects both the storage and retrieval of memories. Depressed people pay more attention to material that agrees with their current mood, causing it to be better learned; at retrieval, sad mood apparently provides internal cues that help call forth similar emotional memories. Mood congruency is especially powerful when remembering autobiographical events. Subjects recall personal memories more readily when the mood of those events matches their current mood state.

Such studies are important in indicating how cognition and emotion interact. Our thoughts can affect our emotional states, just as our emotions can affect how we perceive, think, and remember. Understanding these effects is especially important when depression or anxiety is treated by cognitive-behavioral therapy, which often requires clients to acknowledge, remember, and rehearse previous times when they were happy and successful or courageous and fearless.

### **Forms of Memory**

Traditional philosophers regarded memory as a single mental faculty, governed by simple rules and processes. However, recent research has shown that, far from being unitary, memory can be analyzed into a number of forms or systems, each with distinct characteristics and processes.

## **Working Memory**

“Working memory” refers to the processes involved in temporary, short-term storage and use of fleeting information, such as holding telephone numbers in memory while dialing. Behavioral researchers have made considerable progress in recent years in understanding the mechanisms involved in working memory and in clarifying its role in everyday cognitive performance. For example, working memory has a speech-based component (strongly implicated in verbal intelligence and understanding language) and a perceptual-imagery component (implicated in spatial ability and reasoning with mental images).

Evidence for these components comes from several sources, including studies of brain-damaged patients with specific deficits in working memory. For example, stroke patients with lesions in the left temporoparietal areas often have selective impairments of the speech-based component, whereas patients with right-hemisphere damage often exhibit selective impairments of the imagery component.

## **Implicit Memory**

Historically, most research on memory has focused on people’s conscious, intentional recollection of previous experiences. This “explicit” memory is involved when we remember what we had for dinner last night, recollect what we saw at the movies last week, or reminisce about adventures with an old high school friend. Over the past 10 years, however, research has developed on unconscious or “implicit” memory, in which people’s past experiences affect their present perceptions and judgments without their awareness or voluntary control. Much recent evidence indicates that explicit and implicit memory are separate. For example, implicit memory is often left intact even when explicit memory is profoundly impaired by brain injury. Researchers have also explored implicit memory in pa-

tients with dissociative disorders such as multiple personality, who have several “ego states”, each associated with different autobiographical memories. Surprisingly, implicit memories transfer across the patient’s many personalities even if explicit memories do not. Patients suffering severe amnesia due to brain damage cannot explicitly recollect the items presented in a list of words, but tests show that their implicit memory is intact. Such findings suggest that implicit and explicit memories are supported by different brain structures, only some of which are damaged in patients with amnesia. The spanning of implicit memory may provide an initial avenue for therapies designed to recover memory and reintegrate personality. Basic research on implicit memory has already yielded novel approaches to the practical issue of rehabilitating memory in people with amnesia resulting from brain injury or disease. In several studies, conditioning procedures based on implicit memory were used to teach such patients relatively complex skills, such as computer programming, which enabled them to gain employment.

### **The Cognitive Unconscious**

The study of implicit memory provides a general framework for thinking about how unconscious memories of past events influence current experience, thought, and action. As one example, laboratory experiments have shown that people’s preference for abstract art can be increased by exposures to it that they cannot consciously remember. These effects occur even when the artworks are initially presented subliminally. To carry matters one step further, in one study, subliminal presentation of faces led subjects to interact more with the actual people depicted an unconscious influence on their social behavior. Unlike explicit memory, which depends critically on adequate attention to the information to be learned, implicit memory can be robust even without full attention. People have

even shown implicit memory for material presented while they were under anaesthesia. Because implicit memory affects behaviour unconsciously, its effects can be difficult to control; people under its influence may not know why they are acting as they do. Studies of people intentionally trying to forget some event reveal that their intention suppresses their conscious recollection, but it has little impact upon their implicit memory of the event. Such effects can have important practical consequences. For example, when jurors are instructed to disregard (i.e., forget) special information, their decisions still reveal the implicit influence of that information. Other studies show that when people are asked to suppress certain thoughts, those very thoughts later come to mind more often than they would have otherwise. Thus, attempts to suppress unpleasant thoughts and images often backfire. Research is revealing more about the ways in which unconscious memories influence our conscious thoughts and actions and how our conscious strategies can be undermined by unconscious forces. These advances should lead to improved therapies for many mental disorders, including depression and anxiety.

*NIMH Public Inquiries, 1998*

## ANCIENT AND MEDIEVAL CONCEPTION

The concept of imagination seems to have been first introduced into philosophy by Aristotle, who tells us that “imagination [*phantasia*] is the process by which we say that an image [*phantasma*] is presented to us”. It has been questioned in recent times whether the Greek words *phantasia* and *phantasma* are really equivalent to “imagination” and “(mental) image” as heard in contemporary usage. However, there can be little doubt that, at least until very recent times, theo-

retical discussions of *phantasia*, its Latin translation *imaginatio*, and their etymological descendants, continued to be rooted in the concepts introduced by Aristotle and the problems arising from his rather elliptical explanation of them. According to Aristotle "The soul never thinks without a mental image [*phantasma*]". It would appear that, for him (and, again, for most of successors, until very recently), such images played something like the role that is played in contemporary cognitive theory by "mental representations". In this tradition, imagery, and thus imagination, has an essential role to play in all forms of thinking. It has no special connection with inventiveness or creativity.

It does, however, have a special connection with desire. Aristotle argues that our desire for anything not actually present to the senses must be mediated by an image of the desired object. Aristotle's treatment is morally neutral, but his notion of desirous imagination may later have become conflated with the Hebraic concept of yetser, the willful faculty in humanity that led to Adam's sin. At any rate, in the Judaeo-Christian intellectual tradition (from ancient to relatively ancient times) imagination, although recognized as indispensable to cognition, was usually profoundly distrusted. Unless strictly disciplined by reason it would soon lead us into concupiscence and sin.

But, of course, the connection between imagination and perception is the more fundamental Aristotle's conception of *phantasia*/imagination seems to be closely bound up with his postulation of what came to be called the "common sense" or *sensus communis*. This is the part of the *psyche* responsible for the binding of the deliverances of the individual sense organs into a coherent and intelligible representation, and for apprehending the so-called "common sensibles", those aspects of the world that can be known through more than one sense mode without being the characteristic proper ob-

ject of any of them. In fact, it is plausible to interpret *phantasia* and *sensus communis* as different aspects or modes of a single faculty, depending on whether it is regarded as receptive or productive, or on whether it is operating in the presence or the absence of whatever is being mentally represented. Imagination came to be particularly associated with thinking about things that are not actually currently present to the senses: things that are not really there.

Some of Aristotle's successors tended to lay the stress on the conceptual separation of the notions of imagination and *sensus communis*. Thus Early Christian and Medieval anatomists often located *sensus communis* at the front of the brain's first ventricle, ready to receive sense impressions, whereas imagination was placed at the rear of this ventricle, and was responsible for holding and perhaps consolidating the resultant images, and passing them back to the other ventricles and faculties. Imagination might also, sometimes, be responsible for the recombining of various parts into chimerical forms.

This latter type of process would allow the individual mind a degree of freedom and a scope for idiosyncrasy that would hardly been available from the other traditional faculties, constrained as they were by reality and the laws of logic. It would also, of course, give rise to images even more removed from present actuality than images retrieved intact from memory, and thus even more quintessentially imaginary. In this vein, we sometimes find modern writers making a distinction between "memory imagery" and "imagination imagery", or even restricting the use "imagination" to thoughts about things that have never been actually experienced.

## PERSONALITY FORMATION

Every man is in certain respects

- a. like all other men,
- b. like some other men,
- c. like no other man.

He is like all other men because some of the determinants of his personality are universal to the species. That is to say, there are common features in the biological endowments of all men, in the physical environments they inhabit, and the societies and cultures in which they develop.

It is possible that the most important of the undiscovered determinants of personality and culture are only to be revealed by close attention to the commonplace. Every man experiences birth and must learn to move about and explore his environment, to protect himself against extremes of temperature and to avoid serious injuries; every man experiences sexual tensions and other importunate needs and must learn to find ways of appeasing them; every man grows in stature, matures, and dies; and he does all this and much more, from first to last, as a member of a society. These characteristics he shares with the majority of herd animals, but others are unique to him. Only with those of his own kind does he enjoy an erect posture, hands that grasp, three-dimensional and colour vision, and a nervous system that permits elaborate speech and learning processes of the highest order.

Frequently remarked, however, are the similarities in personality traits among members of groups or in specific individuals from different groups. In certain features of personality, most men are "like some other men." The similarity may be to other members of the same socio-cultural unit. The statistical prediction can safely be made that a hundred Americans, for example, will display certain defined characteristics more fre-



quently than will a hundred Englishmen comparably distributed as to age, sex, social class, and vocation.

But being "like some other men" is by no means limited members of social units like nations, tribes, and classes. Seafaring people, regardless of the communities from which they come, tend to manifest similar qualities. The same may be said for desert folk. Intellectuals and athletes all over the world have something in common; so have those who were born to wealth or poverty. Persons who have exercised authority over large groups for many years develop parallel reaction systems, in spite of culturally tailored differences in the details of their behaviours. Probably tyrannical fathers leave a detectably similar imprint upon their children, though the uniformity may be superficially obscured by local manners. Certainly the hyperpituitary type is equally recognizable among Europeans, African Negroes, and American Indians. Also, even where organic causes are unknown or doubtful, certain neurotic and psychotic syndromes in persons of one society remind us of other individuals belonging to very different societies.

Finally, there is the inescapable fact that a man is in many respects like no other man. Each individual's modes of perceiving, feeling, needing, and behaving have characteristic patterns which are not precisely duplicated by those of any other individual. This is traceable, in part, to the unique combination of biological materials which the person has received from his parents. More exactly, the ultimate uniqueness of each personality is the product of countless and successive interactions between the maturing constitution and different environing situations from birth onward. An identical sequence of such determining influences is never reproduced. In this connection it is necessary to emphasize the importance of "accidents," that is of events that are not predictable for any given individual on the basis of generalized knowledge of his physi-

cal, social, and cultural environments. A child gets lost in the woods and suffers from exposure and hunger. Another child is nearly drowned by a sudden flood in canyon. Another loses his mother and is reared by an aged grandmother, or his father remarries and his education is entrusted to a stepmother with a psychopathic personality. Although the personalities of children who have experienced a trauma of the same type will often resemble each other in certain respects, the differences between them may be even more apparent, partly because the traumatic situation in each case had certain unique features, and partly because at the time of the trauma the personality of each child, being already unique, responded in a unique manner. Thus, there is uniqueness in each inheritance and uniqueness in each environment, but, more particularly, uniqueness in the number, kinds, and temporal order of critically determining situations encountered in the course of life.

In personal relations, in psychotherapy, and in the arts, this uniqueness of personality usually is, and should be, accented. But for general scientific purposes the observation of uniformities, uniformities of elements and uniformities of patterns, is of first importance. This is so because without the discovery of uniformities there can be no concepts, no classifications, no formulations, no principles, no laws; and without these no science can exist.

The writers suggest that clear and orderly thinking about personality formation will be facilitated if four classes of determinants (and their interactions) are distinguished: *constitutional*, *group-membership*, *role*, and *situational*. These will help us to understand in what ways every man is "like all other men," "like some other men," "like no other man."

*Personality Formation: the Determinants.* Kluckhohn C., Murray Henry A. Abridged from Chapter 2 of *Personality in Nature Society and Culture*, New York: Knopf, 1948

## WHAT IS A PERSONALITY/SOCIAL PSYCHOLOGIST?

A boy, barely a teenager, sprays his schoolyard with bullets. A black woman and a white man become lifelong friends despite living in a town filled with racial conflict and strife. A group of top-level executives – the best and the brightest – blunder into an avoidable decision that bankrupts their company, all because they fail to share crucial information with one another.

What causes people to become murderously violent? Why do some people maintain their racial prejudices throughout their lives whereas others replace their hatreds with tolerance and respect? When do people work best as a group and when are they better off alone? If you find questions such as these intriguing, you should consider a career in personality and/or social psychology.

How do people come to be who they are? How do people think about, influence, and relate to one another? These are the broad questions that personality and social psychologists strive to answer. By exploring forces within the person (such as traits, attitudes, and goals) as well as forces within the situation (such as social norms and incentives), personality and social psychologists seek to unravel the mysteries of individual and social life in areas as wide-ranging as prejudice, romantic attraction, persuasion, friendship, helping, aggression, conformity, and group interaction. Although personality psychology has traditionally focused on aspects of the individual, and social psychology on aspects of the situation, the two perspectives are tightly interwoven in psychological explanations of human behaviour.

At some level, we are all personality and social psychologists, observing our social worlds and trying to understand why people behave, think, and feel as they

do. In the aftermath of schoolyard shootings we can hardly help but hypothesize answers to the many questions that come to mind. We do the same when we encounter less dramatic events in our everyday lives: Why is that person smiling at me? Will my professor be a hard grader? How might I persuade my neighbour to keep his cats off my car? But personality and social psychologists go beyond pondering such questions and their possible answers. If the lives of individuals and social groups are full of mystery, then personality and social psychologists are the detectives investigating these mysteries. Systematically observing and describing people's actions, measuring or manipulating aspects of social situations, these sleuths use the methods of science to reveal the answers to the kinds of puzzling questions we each encounter every day.

Scientists in all fields distinguish between basic and applied research. Basic research in personality and social psychology tends to focus on fundamental questions about people and their thoughts, feelings, and behaviours. Where does an individual's personality come from? What causes us to fall in love, hate our neighbour, or join with others to clean our neighbourhoods? How are the psychologists of being male and female similar, how are they different, and why? How does culture shape who we become and how we interact with one another? Questions such as these aim at the very heart of human nature.

Applied research in personality and social psychology focuses on more narrow areas of human life, such as health, business, and law. By employing the lessons learned from basic research, and by searching for insights specific to particular domains, applied research often seeks to enhance the quality of our everyday lives. Personality and social psychologists contribute to areas as diverse as health, business, law, the environment, education, and politics. For example, person-

ality and social psychologists have designed, implemented, and evaluated programs to help employers hire and train better workers; to make it easier for people with cancer to cope successfully with their challenge; to increase the likelihood that people will reduce pollution by relying on public transportation; to reduce prejudices and inter-group conflict in the classroom and in international negotiations; to make computers and other technologies more user-friendly; and to make many other societal contributions as well. Of course, the distinction between basic and applied research is often a fuzzy one. One can certainly perform basic research in applied domains, and the findings from each type of research enrich the other. Indeed, it would be fair to say that most personality and social psychologists have both basic and applied interests.

Because personality and social psychologists combine an understanding of human behaviour with training in sophisticated research methods, they have many opportunities for employment. Many psychologists teach and do research in universities and colleges, housed mostly in departments of psychology but also in departments of business, education, political science, justice studies, law, health sciences, and medicine. The research of such individuals may be based in the laboratories, in the clinic, or in historical archives. Many personality and social psychologists are employed in the private sector as consultants, researchers, marketing directors, managers, political strategists, technology designers, and so on. Personality and social psychologists also work in government and nonprofit organizations, designing and evaluating policy and programs in education, conflict resolution, environmental protection, and the like.

## WISDOM AND AGE

The concept wisdom contains within it a dimension that ranges, at one end, from religion and the belief that God alone possesses the ultimate wisdom to a more mundane view that practically minded administrators, leaders, business persons, and others can acquire the necessary experience and shrewdness in the conduct of daily affairs to be termed wise. In other words, people can become wise as they ripen in a particular culture. In particular, there is the notion in our culture that wisdom must ripen, and it is therefore attributed most often to older persons.

Another dimension of wisdom relevant to its attribution to older persons is the fact that it involves a changing balance between acting and reflecting. Young men are not regarded as likely persons to display wisdom because they are prone to act rather than to reflect upon the consequences of their actions. Thus, youth may have capacity to be wise but are too impelled to action to demonstrate this capacity. There is little doubt from the literature on criminal behavior and deviance that a youth is likely to act precipitously in pursuit of property and passion. The antithesis lies in wise behavior. This avenue of thought opens a door to attempts to distinguish wise and unwise behavior and between individuals regarded as wise and unwise.

Clayton (1975) defined wisdom as a construct that describes a way of thinking and an approach to life typical of the aged. A pilot study by Birren (1969) examined the strategies used by successful middle-aged executives. The results indicated that as the executives matured, they noticed an increasing ability to generalize and to deal in a more detached manner or more abstractly with information in order to reach the most effective solution. Erikson and Kivnick (1986) also noted the element of detachment displayed in wisdom and its

role in transcending limits: "Wisdom is detached concern with life itself in the face of experience, in spite of the decline of bodily and mental functions" (pp. 37-38). This research begins to link the concept of wisdom as it may be displayed in daily life to the kinds of decision strategies gained over time.

If individuals employ effective decision strategies and their reputation spreads, then as they grow older, they will be increasingly sought for advice. Thus, one avenue to the study of wisdom lies in the identification of persons who are sought for advice and presumably display the behavioral patterns that are characteristic of wisdom or wise people.

### **The elements of wisdom**

Setting aside the theological question of whether one can seek wisdom through prayer and searching for God's will, the everyday world offers the opportunity to examine whether and how some elders obtain the admirable quality of being wise. Our cultural background encourages us to believe that there is a ripening of qualities, a maturing and flowering in the later years that is good for the self and others. As noted earlier, the ability to be wise is often related to the ability to remain detached. However, the essence of wisdom may be a question of degree. If young men are too impulsive, cannot old men be too reticent? If young men can be foolhardy, are not the old too cautious? In addition to the ability to consider information more effectively, wisdom also requires an ability to act effectively on this information. This dimension of wisdom, the proneness to act, embraces the elements of one of the traditional fields of psychological investigation, that of drive and motivation. It can be subsumed under the older concept of *conation*.

The writings on wisdom also invariably reflect the necessity to have experience. Thus, the growth of knowledge is related to the attainment of wisdom. Knowledge in itself, however, is not enough, and one must add reasoning ability or how one uses this knowledge, to the criteria for wisdom. Thus, cognition and cognitive style, along with conation, are important and necessary elements in the attainment of wisdom.

The remaining element of behavioral processes is the emotional or affective component. The wise person is thought to show emotional mastery such that his or her decisions are not likely to be dominated by such passions as anger or fear. However, the wise person is not entirely detached from the situation. This person will be able to maintain a reflective state of mind that generates alternative, if not novel, solutions to problems.

This excursion into the connotations and denotations of the term *wisdom* suggests that wisdom is an optimum form of behavior that humans can exhibit and that it represents a balance of elements compounded in such a way that, as individuals age, they may increasingly show behavior judged to reflect wisdom and may be thought of as wise persons.

This line of reasoning supports the idea that wisdom is a multidimensional construct, a blending of cognitive, affective, and conative elements. These are familiar domains for behavioral research, and research techniques are available for assaying such traits. Not all of the contributions in this book, however, are necessarily organized around the concept of trait. The state of the individual is also relevant as individuals pursue an optimum or wise course of action. To this should be added the context of the problem.



### The context of wisdom

Not only is the complex makeup of the traits and stales of the individual who is presumed to be wise of relevance to decisions, but the context must be judged as well. Naturally occurring emergencies and crises may dictate time limits within which a solution has to be made. In addition to what the individual brings to the situation, there is also a matter of surveying what is required. Thus, although there may be elements in common between a wise general, soldier, judge, trial lawyer, teacher, and policeman, the complex set of simultaneous equations needed to be solved has different parameters. The multiple regression equation, which expresses the qualities of the individual, has to be weighted differently depending upon the context of the problem and the time constraints.

The approval of President Harry Truman to use the atomic bomb in a military operation over Japan was a weighted decision in terms of the consequences, but it had to be arrived at in a particular period of time. Whether one regards it as a wise or unwise decision depends upon the outcomes or products of the decision and the values of the persons viewing the decision. Whereas many persons may judge Truman's act to be wise and appropriate, there will be many others who regard it as being unwise and not in the best interest of humankind.

The foregoing example of President Truman's decision implies that longstanding values surround and color our evaluations of what wisdom is and who is wise. For example, we are perhaps least likely to attribute wisdom to persons of an opposite political party. Decisions to deregulate society will be thought wise by laissez-faire opponents but be ridiculed by opponents of strong governments. Particularly in a contemporary context, it is rare for persons to be termed "wise" if they are from different value orientations.

These thoughts give rise to the fact that the area of value research should be coupled with that of wisdom.

In this regard, time again plays a role. One may struggle for the best long-range solution in which consequences may flow many years to the future or one may concentrate on a contemporary solution. Generally, wise persons are thought to project the consequences of their solutions far into the future: "I will plant seeds to grow in springs I will not see." Thus, what is good for the greatest number of people for the long run is presumably the most wise decision. The demand on the decision maker is to have an orientation in time that examines the past for relevant knowledge, experience, and precedent; that examines the present context of the problem to be solved; and that projects into the future the long-range effects.

It is here perhaps that we consider the products of decisions as another avenue to the study of wisdom. One may compare the products of wise judges with those of the decisions of unwise judges. This gives rise to the research question of what distinguishes or characterizes the products of wise decisions, providing that one can agree upon a class of individuals who are regarded as possessing the quality of wisdom.

*J.L. Birren & L.M. Fisher "Wisdom", Ch. 14, pp. 319-322*

## SOME EXAMPLES OF MENTAL ILLNESS

### Schizophrenia

It is hard to imagine any adult who has not heard of schizophrenia, and yet it is an illness which is often woefully misunderstood. First, it is important to state that the term does *not* mean "split personality". This arises from a twofold misunderstanding. First, 'schizophrenia' means 'cloven mind'; it is easy to see how this might be

misinterpreted as 'split mind', but the term is intended to mean a broken or fragmented mind. Second, there are instances of patients with 'split personalities' (or more accurately, *multiple personality disorder*) who at different times can assume radically different personas, each often unaware of the others.<sup>8</sup> Such cases are an obvious gift to Hollywood scriptwriters and actors wishing to show their range of skills,<sup>9</sup> but real cases of multiple personality disorder are extremely rare and usually less florid than fiction would have one believe.<sup>10</sup> In addition, they are *not* related to schizophrenia.

A further point is that schizophrenia is usually seen as synonymous with violence. Whilst it is true that some of the more distressing crimes by mentally ill people have been by patients suffering from schizophrenia, the illness takes many different forms, and the majority of patients offer no threat to other people.

There is no single snappy definition of schizophrenia. Broadly speaking, it is "a *psychosis* characterised by profound disorders of thought and language (though without signs of mental retardation), loss of perception of reality, and concomitant changes in emotions and behaviour". The DSM requires that the symptoms must be present for a minimum of 6 months to be classified as schizophrenia (briefer episodes with similar symptoms are classified under such headings as *schizophreniform disorder* and *brief reactive psychosis*). We are thus considering a serious long-term break-down of reality and the attendant misery which this brings. Most patients are unaware that their belief systems are illogical, although they may be aware that they are considered ill. The said beliefs are varied, but nearly always unpleasant. A frequent, but not universal element, for example, is a feeling of persecution. Others include the belief that other beings (either human, spiritual, or extraterrestrial) are controlling the patient's thoughts and deeds. This is a familiar phenomenon from newspaper reports, since it is often cited as the motive in crimes committed by schizophrenic patients;

namely, that they were not in rational control and were ordered to do their acts by voices in the head. It is small wonder that it is now often argued that cases of supposed demonic possession throughout history may have been cases of schizophrenia rather than the actions of Satan. By the same token, the religious visions and actions of some holy men and women may also have been the by-products of a schizophrenic disturbance. However, once again it must be stressed that such behaviour is rarely very florid. Relatively few schizophrenics are prompted to act violently to others, or for that matter, see visions of the Heavenly Host. For many, the experience is of having a nasty peevish voice in the head which will never leave one alone or let one enjoy life.

Another relatively common problem is that the patient becomes convinced that their thoughts are being read by other people, and that (entirely innocent) remarks by others are directed at the patient (*ideas of reference*). This illustrates the point that mental illness can be seen as a continuum. Most people have at some time misinterpreted other people's behaviour as being directed at oneself. This commonly occurs when someone has done something embarrassing and is convinced that everybody else knows. In everyday life, this is little more than a guilty conscience, and in time will pass. The difference in schizophrenia is one of degree – the belief is more strongly held and does not go away. Added to these problems, there are often *delusions* (false beliefs about the world and people around the patient) and *hallucinations* (a misperception of sensory information, such as seeing people with grossly distorted faces).

Given such a mental world, it is not surprising that the schizophrenic patient often behaves and talks in an unusual manner. For example, responses to questions may often be classed as “surreal”, either because they appear at best to be only tangentially connected with the question, or because the answers, whilst obeying the rules of conversation, are magnificently false (e.g. “where are we?” –

“Egypt in 54 BC”). This can make communication difficult, but it may be worsened by a tendency to produce made-up words (*neologisms*) and *clang association* (producing strings of real words and neologisms whose only link is that they sound similar). Since a clinician cannot readily understand the language, it makes understanding the patients’ problems and “getting through” to them all the more difficult. Alternatively, language may be severely impoverished, with a limited vocabulary, or statements which “tail off” before they are completed. This is not helped by the fact that in most cases, emotional expression is usually either limited, or otherwise may be inappropriate for the situation. Given this catalogue of problems, it is small wonder that many schizophrenic patients are also depressed.

There are many types of schizophrenia, which are classified according to the most prevalent symptom (though symptoms found in other forms of the illness may also be present in a less pronounced fashion). The following are amongst the most often encountered.

*Catatonic schizophrenia* is characterised by extremes of motor activity – the patient alternates between high activity and periods of extraordinary immobility, “freezing” into postures which are maintained for several hours. *Disorganised schizophrenia* is characterised by a disorganisation of thought, inconsistent and extreme moods, and a general lack of control (e.g. of personal hygiene). In cases of *paranoid schizophrenia*, the patient has delusions of persecution and/or of self-importance, and/or has *delusional jealousy* (an extreme and illogical delusion of one’s partner’s infidelity). Ideas of reference are also often present. *Residual schizophrenia* describes a state in which the patient has suffered from schizophrenia in the past, who now could not be described as suffering from the illness in its full-blown form, but who nonetheless continues to exhibit some symptoms. *Undifferentiated schizophrenia* is a rather nebulously defined condition, in which the patient possesses symptoms characteristic of more than one of the

other types of schizophrenia. The illness can also be sub-categorised according to rate of onset. *Process schizophrenia* has a very slow and gradual onset, whilst *reactive schizophrenia* has a sudden and dramatic onset (and may be triggered by a stressful or otherwise distressing event). Recovery is less good from the former condition.

The debate about the causes of schizophrenia is a lengthy one. It is worth noting that the illness is commoner than many people believe, and studies usually find an incidence between 1 and 2 percent. Generally, proportions increase the lower the socio-economic group being considered, and also tend to be higher amongst ethnic minorities (though this can be confounded with socio-economic status). The explanations for these figures vary, but all are essentially permutations of the nature–nurture debate. It is possible, for example, that people are born predestined to become schizophrenic, and that peculiarities in their behaviour before the illness becomes apparent ensure that they remain unemployed or can only find low status jobs. Hence, their schizophrenic minds have in effect lowered their social status. The converse of this argument is that people in poor living conditions are made schizophrenic by the stress they receive from the environment. This is exacerbated by a tendency of a predominantly white middle-class medical profession to regard working class and racial minority behaviour with less tolerance, and thus be more prepared to slap a label of “mentally ill” upon it.

There is some justification for both these viewpoints. Let us first consider the case for environmental factors. It must be stressed that there are no truly objective measures of schizophrenia — there is no blood test or body scan, for example, which will unambiguously prove a diagnosis. This means that, ultimately, the judgement on who is sane and who is insane is down to the clinician, and this judgement can be very fallible indeed. In a classic study by Rosenhan (1973) a group of eight sane individuals (many of them psychiatric professionals) applied for admission as pa-

tients to mental hospitals complaining of hearing "voices in the head". Once admitted, they claimed the symptoms had stopped, and behaved in all ways as "normal" individuals. In all cases, the pretence of the pseudopatients was undetected by the staff (though interestingly, an appreciable proportion of fellow patients detected the deception). All but one was diagnosed as "schizophrenic" and took an average of 19 days to be released from hospital "care" with a typical diagnosis of "schizophrenia in remission" (i.e. it might return). What this study demonstrates is that it is very easy to label a person as schizophrenic on inadequate evidence. If we follow this argument to its logical conclusion, it only requires a relatively mild bias against people from working class or ethnic minority backgrounds for a disproportionate number to be diagnosed as schizophrenic. It should be stressed that this bias need not be derived from snobbery or racism. A simple incomprehension of different attitudes and behaviours, which may be appropriate in one social setting but not another, could be a large contributory factor. For example, studies have found a higher probability of being diagnosed by UK clinicians as being mentally ill if one is of Afro-Caribbean descent (e.g. Harrison *et al.*, 1988), which may imply a racist element. However, one of the first studies of this subject found a similarly higher rate of mental illness amongst Norwegian emigrants to the United States.

Another aspect of the environmental argument is to consider the potential causes of schizophrenia. It has long been argued, for example, that schizophrenic patients tend to come from rather emotionally "cold" and domineering families (the term *refrigerator parent* was for a time in vogue). A manifestation of this is the *double bind*, in which family members express emotions ambiguously. Thus, expressions of love might be coupled with warnings of not to misbehave or the love will be withdrawn. Falloon *et al.* (1985) found that if the whole household in which a schizophrenic patient lived was treated in thera-

peutic sessions, then the level of remission amongst the schizophrenic patients was significantly lower. Therefore, the familial background is an important contributory factor. However, taken by itself such a statement might be interpreted as a stigma on families of schizophrenic patients. It must be stressed that not all families with a schizophrenic member are dysfunctional, nor is there evidence that families of schizophrenic patients are any different from non-schizophrenic families in their belief that they are doing their best. Any dysfunction is thus not deliberate.

However, none of the above arguments presents an overwhelming case for the environmental viewpoint. First, consider the evidence on misdiagnosis. Although clinicians are capable of bad judgement, it must be stressed that the pseudopatients in Rosenhan's study were deliberately trying to get admitted to hospital. In normal circumstances, a person is only considered for hospitalisation if their everyday behaviour has given cause for concern. In other words, if there are genuine grounds for concern. It is also worth noting that whilst it is right and proper that there should be concern that over racial and social bias may be marring diagnosis, it is also highly divisive to assume that it is "natural" that particular social and racial groups contain higher proportions of people behaving in an aberrant manner. If poor living conditions are causing some groups to have a higher level of mental illness, then this is cause for concern, but that is a rather different argument. Again, evidence that familial factors often play an important role in schizophrenia cannot be denied but, equally, there may be a strong genetic role. For example, parents of schizophrenic patients may have provided a dysfunctional environment, but they also share genes in common with the patient. Is the dysfunctional household simply a product of dysfunctional genes? The total evidence points to there being strong environmental contributory factors, but in themselves they are not *necessarily* the sole causes.



However, the evidence for genetic factors is equally ambiguous. It can be easily demonstrated that one's chances of developing schizophrenia rise if one has a close genetic relative who is schizophrenic. Furthermore, the chances are still higher than average if one has a schizophrenic parent but one is raised by foster parents. In short, there is a genetic influence beyond the effects of being raised in a household with dysfunctional parents. However, although the chances of developing schizophrenia are higher if one has a genetic relative with the illness, they are not overwhelming. For example, if one identical twin succumbs to the illness, the chances are under half that the other twin will also become schizophrenic. Since identical twins are genetically the same, there must be more to developing schizophrenia than one's genes. In other words, the cause must be an interaction between genes and environment, a conclusion which permeates the nature-nurture debate. Indeed, all the evidence points to this. Poor living conditions and dysfunctional families raise the probability of becoming schizophrenic, but do not make it a certainty (and faulty diagnosis may also artificially raise figures for some groups). The same can be said for having a "schizophrenic gene". Therefore, the most pragmatic solution is that a mixture of opportunity and circumstance are needed before the illness manifests itself. That about one in fifty of the population will develop the illness displays how surprisingly often this conjunction can occur.

*"Key Ideas in Psychology" by Jan Stuart-Hamilton, Jessica Kigsley Publishers, London and Philadelphia 1999, Ch. 12, pp. 267-273*

## MEDITATION

Meditation is a procedure that uses mental exercises to achieve a tranquil, highly focused state of con-

sciousness. Traditionally, meditation has been a religious practice aimed at achieving a mystical union with God or the universe. All major religions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Taoism, have centuries-old formal meditative practices. In the past two decades meditation has also gained popularity as a means of promoting physical and psychological well-being by reducing stress and inducing relaxation.

### **Common Meditative Practices**

The popular forms of meditation share techniques aimed at producing physical relaxation and mental concentration. If you decided to meditate, you would seek a peaceful setting, maintain a comfortable seated position, focus on a sound, image, or object, and calmly withdraw your attention from any intruding images, feelings, or sensations. Though some forms of meditation promote emptying the mind of all content, most are concentrative and involve focusing on one thing.

Meditation was popularized in the West in the late 1960s by Maharishi Mahesh Yogi, an Indian guru, through the influence of his most famous disciples, the Beatles. They promoted a Westernized form of meditation called transcendental meditation. In TM, you concentrate on repeating a sound called a mantra, (a Sanskrit word such as Om) for two 20-minute periods a day. The alternation of Om and silence is presumed to represent fulfillment. In the early 1970s, cardiologist Herbert Benson introduced the relaxation response, a form of meditation that is identical to TM except that the meditator may mentally repeat a sound other than a mantra, such as the number one or a favorite brief prayer. Benson believes the relaxation response is marked by reduced sympathetic nervous system arousal, decreased muscle tension, and mental quieting. But a

study in which college students practised the relaxation response for six weeks and then had their heart rate, forehead tension, finger temperature, and skin electrical resistance measured found that the relaxation response did not result in a generalized and uniform decrease in sympathetic nervous system activity. Instead, the pattern of changes varied markedly among the subjects.

### **Effects of Meditation**

Benson has promoted meditation as a technique that induces a unique state of physical and mental relaxation by increasing alpha brain waves and decreasing heart rate, respiration rate, oxygen consumption, and carbon dioxide expiration. This claim was challenged by David Holmes (1984), whose review of research on meditation indicated no difference in physiological arousal between subjects who meditated and subjects who merely rested. For example, an early study found that meditators and people who merely rested did not differ in the level of stress hormones in their blood – a good indicator of arousal level.

Benson responded to Holmes by pointing to studies that showed unique effects of meditation on arousal. One study contradicted Holmes by showing that meditators achieved a lower state of physiological arousal than did people who simply relaxed with their eyes closed though the study did not find meditation superior to other relaxation techniques. Whether or not meditation eventually proves to induce a unique physiological or psychological state, it is as effective as other self-regulation techniques in reducing arousal. This makes it a useful stress-management technique, as in a 12-week study of college students who participated in jogging, the relaxation response, supportive group interaction, or no formal program (which served as a control condition). The results showed that those who jogged or

practised the relaxation response did equally well and did better than those who participated in either the supportive group interaction or the control group.

The relaxation response has also proved successful in preparing patients for surgery. In a study of cardiac surgery patients, the experimental group received information about what to expect and practiced the relaxation response before and after surgery. The control group received only the information. After surgery, the experimental group had less anger, lower anxiety, and fewer heart-rhythm irregularities than the control group.

*Lester M. Sdorov. "Psychology", Lafayette college, Brown and Benchmark, 1993, pp. 260-262*

## THE RISE OF PSYCHOGENIC TREATMENTS

By the eighteenth century, the explanations that stressed animistic causes, while never completely abandoned, no longer commanded respect among serious thinkers, who emphasized rational rather than supernatural explanations. Thus, emphasis turned to two explanations, both of which were first proposed in ancient times. One, following notions of physical cause, denned psychological distress as fundamentally *illness*, not different in kind from other physical illnesses. The other held that psychological disorder was fundamentally *psychological*, and *very* different in kind from physical illness. These theories continue to dominate our thinking today. Both views command considerable supportive evidence. Now we focus on the treatments that grew out of psychogenic theories of madness.

Much of the excitement that was generated by the psychogenic viewpoint came about, as we have seen, through the study of hysteria. With its paralyses, anesthesias, and convulsions, its loss of voice, sight, or

hearing, and occasional loss of consciousness, hysteria seemed patently a *physical* disorder. It was on the basis of his physical theory of animal magnetism that Mesmer developed the technique which came to be called hypnosis. Charcot, in his path-breaking work, was subsequently able to use hypnosis to distinguish between symptoms that had an organic cause and symptoms that were hysterical in nature. Subsequent theorists suggested that the therapeutic effects of hypnosis resulted from psychological suggestion (Beraheim, 1886). Thus, "psychotherapeutics" became an accepted treatment for the mentally disturbed.

By the end of the nineteenth century, hypnosis was widely used in Europe and in the United States for treating hysterical disorders. It formed the basis for the development of modern forms of psychotherapy, and it was a significant milestone in the psychogenic approach to mental disorders.

One of the people who used hypnosis in his treatment of patients was Josef Breuer (1842–1925), a distinguished Viennese internist whose practice included a large number of hysterical patients. Breuer's treatment often consisted of inducing these patients to talk about their problems and fantasies under hypnosis. Frequently patients would become emotional under hypnosis, reliving painful experiences, experiencing a deep *emotional catharsis*, and emerging from the hypnotic trance feeling much better. The patients, of course, were unaware of a relationship between what they discussed under hypnosis, how emotional they had become, and how they felt subsequently. But Breuer believed that because his patients had experienced a catharsis under hypnosis, their symptoms disappeared.

Just as Breuer was making these discoveries, Sigmund Freud, then a neurologist, returned to Vienna. Freud had just completed his studies with Charcot and began to work with Breuer. Together they utilized Breuer's "cathartic method" encouraging patients to report

their experiences and fantasies under hypnosis. Freud, however, noticed that similar therapeutic effects could be obtained *without* hypnosis, so long as the patient reported everything that came to mind and experienced emotional catharsis. It was this discovery that led Freud to the theory and therapeutic technique called *psychoanalysis*.

## THE RISE OF THE PSYCHIATRIC HOSPITAL

There is no precise date to mark the beginning of modern treatments for madness. In fact, beliefs in animistic causes persisted into the twentieth century in some parts of the West. Nonetheless, most observers date the beginning of the modern psychological era with the establishment of the psychiatric hospital, an institution that itself has a rather special history.

## INSTITUTIONALIZING THE POOR

The word "hospital" has only recently acquired its strong medical connotation. Even as late as the early twentieth century, it meant something quite different: an asylum for the underprivileged. Even today Webster's primary definition of hospital is "a charitable institution for the needy, aged, infirm or young."

The medical hospital and surely the psychiatric one are relatively modern hospital inventions. Both evolved in the seventeenth century from institutions that were created to house and confine the poor, the homeless, the unemployed, and among them, the insane. Throughout the sixteenth and seventeenth centuries, poverty was widespread. War and economic depression had dislocated large numbers of people and reduced them to begging and petty crime. In 1532, in Paris, these problems were so severe that beggars were arrested and forced to work in pairs in

the city's sewers. Two years later, a new decree forced "poor scholars and indigents" to leave the city. All to no avail, for at the beginning of the seventeenth century Paris, which had a population of fewer than 100,000 people, had more than 30,000 beggars! In 1606, it was decreed that beggars should be publicly whipped, branded, shorn, and driven from the city. And a year later, in 1607, an ordinance established companies of archers who were located at the gates of the city – their sole task to forbid the return of these indigents.

It was in this social and economic climate that, in 1656, the Hôpital Général of Paris was founded for the poor "of both sexes, of all ages, and from all localities, of whatever breeding and birth, in whatever state they may be, able-bodied or invalid, sick or convalescent, curable or incurable". From a strictly humane point of view, the Hôpital Général, which included La Salpetriere, La Pitie, and La Bicetre – institutions that later became famous in their own right – was surely an improvement over the conditions that preceded it. For the first time in France, the government took responsibility for feeding and housing its "undesirables." But in return, those undesirables – the poor, the homeless, the mad – yielded up the privilege of roaming the streets. Personal liberty was traded for room and board. It was not a voluntary trade; shortly after the decree was proclaimed, the militia scoured the city, hunting and herding beggars into the various buildings of the Hôpital. Within four years, the Hôpital housed 1 percent of Paris's population.

Paris was not alone in its concern to confine the undesirables. During the same period, all over France and throughout Europe, similar institutions were being established. To the modern mind, it seems inconceivable that the poor, the mad, the aged, the infirm, and even the petty criminal, could somehow be lumped together and signed over to the same institution. Yet,

a compelling commonality bound these people together. *They were not gainfully employed.* Unemployment was viewed, not as the result of economic depression, technological change, or bad luck, but as a personal, indeed a moral, failure. Simple indolence was its accepted name. The task of the Hôpital Général was a moral one: to prevent "mendicancy and idleness as the source of all disorders" (Edict of 1656). Whatever restrictions were imposed, whatever behaviors required, and whatever punishments meted out, all were justified by the moral mission of the Hôpital Général.

The hospital was a place of confinement during periods of economic depression. But during economic growth, the hospital was easily and justifiably converted into a workhouse. It required that its residents work (but it paid them a mere fraction of what they would ordinarily make). With increasing industrialization in England, for example, many such workhouses were established in industrial centers, providing cheap, forced labor to growing industries.

### SEGREGATING THE INSANE

While governments failed to distinguish the insane from the other unfortunates, within the hospital such distinctions were quickly made and were ultimately institutionalized. The insane were given much worse care than other residents of the hospital, and were subjected to brutal physical abuse. At the end of the eighteenth century, one visitor to La Bicetre described the miserable condition in which he found one mad inmate:

"The unfortunate whose entire furniture consisted of this straw pallet, lying with his head, feet, and body pressed against the wall, could not enjoy sleep without being soaked by the water that trickled from that mass of stone" (Desportes, cited in Foucault, 1965).



The same reporter said of La Salpetriere that what made the place more miserable, and often more fatal, was that in winter, "when the waters of the Seine rose, those cells situated at the level of the sewers became not only more unhealthy, but worse still, a refuge for a swarm of huge rats, which during the night attacked the unfortunates confined there and bit them wherever they could reach them; madwomen have been found with feet, hands, and face torn by bites which are often dangerous and from which several have died" (Desportes, cited in Foucault, 1965).

Paris was not unique. In the London hospital, St. Mary's of Bethlehem (which soon became known as Bedlam), patients were chained to the walls or kept on long leashes. Nearby, in Bethnal Green, patients were bound hand and foot, and confined in filthy quarters.

The United States established its first hospital, the Pennsylvania Hospital, in 1756. At the urging of Benjamin Franklin, the government set aside a section for "lunatics." They were consigned to the cellar and

*Their scalps were shaved and blistered: they were bled to the point of syncope; purged until the alimentary canal failed to yield anything but mucus, and in the intervals, they were chained by the waist or the ankle to the cell wall... It was not considered unusual or improper for the keeper to carry a whip and use it freely (Morton, 1897).*

Clearly, to the modern mind, such treatment is cruel and inhumane. That judgment arises because, in the modern view, the insane are entitled to compassion and kindness. But it is not the case that our predecessors were less concerned with the treatment of the insane, or necessarily, morally obtuse. Rather, they had a different theory of insanity; they believed that madness resulted from animalism, that the insane had lost the one capacity that distinguished humans from

beasts: *reason*. Because they had lost that capacity, their behavior was disordered, unruly, and wild. The first mandate of treatment, then, was to restore reason. *Fear* was believed to be the emotion that was best suited to restoring the disordered mind. The eminent physician William Cullen wrote that it was "necessary to employ a very constant impression of fear ... awe and dread." Such emotions should be aroused by "all restraints that may occasionally be proper ... even by stripes and blows" (Cullen, 1808). Clearly, some unscrupulous madhouse operators took advantage of this view to abuse those in their care. But even the most eminent patients received similar treatment. King George III of England was a clear case in point. As Countess Harcourt later described his situation, "the unhappy patient... was no longer treated as a human being. His body was immediately encased in a machine which left it no liberty of motion. He was sometimes chained to a stake. He was frequently beaten and starved, and at best he was kept in subjection by menacing and violent language" (Jones, 1955). In addition, he was bled, blistered, given emetics and various other drugs of the day. Again, such treatment arose from the belief that the insane did not have the physical sensitivities of human beings but rather were like animals in their lack of sensitivity to pain, temperature, and other external stimuli.

### THE GROWTH OF HUMANE TREATMENT

By the end of the eighteenth century, the idea that the incarcerated insane should be treated as animals was under attack. No degree of intellectual or theological rationalization could conceal the torment that these punitive treatments imposed on patients. From a variety of respected sources, protest grew over the conditions of confinement, and especially over the shackles, the chains, the dungeons, and the whippings. Other models for treat-

ment were sought. One was found at Gheel, a Belgian community that had been accepting the insane for quite some time. New ones were found through courageous experiments in Italy, France, England, and the United States.

*"Abnormality across Time and Place" from the textbook "Abnormal Psychology" by D.L. Rosenhman, M.E.P. Seligman, 1989, pp. 35-39*

## SOCIAL PSYCHOLOGY AND ITS PLACE IN THE SYSTEM OF SCIENTIFIC KNOWLEDGE

The very words "social psychology" point out the fact that this discipline occupies a specific place in the system of scientific knowledge. Social psychology emerged at the interface between psychology and sociology and to this day maintains its own, special status thanks chiefly to the fact that each "parent" discipline readily includes social psychology in its make up. There are many reasons for the complex position of this scientific discipline. The main one can be found in the objective existence of such a class of facts pertaining to social life that can be studied and analyzed only with the help of two sciences, namely psychology and sociology. On the one hand, any social phenomenon has its psychological aspect, because the laws of society are manifested exclusively through the activities of people, and people are acting consciously, guided by their own consciousness and will. On the other hand, in situations, characterized by joint actions of people, special types of links form among them, those of communication and interaction. Analysis of these links is impossible outside the sphere of psychological knowledge. Another reason for the two-sided position of social psychology can be found in the very history of its simultaneous formation within the realms of sociological and psychological knowledge. The very words "social psychology" arose at the "crossroads" of these two scienc-

es. Many difficulties appeared in the attempts to determine the subject-matter of social psychology and reveal the problems that should be included in its competence.

At the same time, social development dictates the need for research of such borderline problems and they cannot "wait" for a final solution of the question of social psychology's object of research. The requirements of socio-psychological investigations stem literally from all spheres of social life connected with the ever – increasing demand for conscious management of social processes. Such requirements arise in the areas of industry, education, mass communication systems, demographic politics, struggle against anti-social behaviour, public services, sports, etc. There is no doubt that the practical requirements far surpass the progress of theoretical knowledge in social psychology.

This all serves to stimulate the intensive development of social psychology at the stage. The need for this development is made even more intense by two circumstances. The first is that Soviet social psychology as an independent discipline had passed through a rather long period of stagnation and the new stage of "rapid revival" of socio-psychological research began only in the late 1950s and early 1960s. Secondly, social psychology, in essence, is a science acting in rather close connection with acute social and political issues and ideologies, so that it may evolve along two different lines, depending on whether it is based on Marxist or non-Marxist world outlook. Social psychology in the West exists within the frame work of this second tradition; given its solid history, we are faced with the questions of how to assess the theoretical and methodological approaches of Western researches and also the results of their studies.

The solution of two problems is currently vital to social psychology, even more so than for any other discipline: the elaboration of practical recommendations

worked out in the course of applied studies and the completion of its own "building" as an integrated system of scientific knowledge by clearly defining its subject-matter and thoroughly evolving its specific theories and research methods. This, in the eyes of Soviet scholars, signifies an elaboration of the system Marxist socio-psychological knowledge.

Not resorting, for the time being, to precise definitions, it is necessary to begin by outlining the problems to be solved by social psychology. Regardless of its interface character, social psychology is a part of psychology (although some place it closer to sociology). Consequently, the defining of problems it should deal with will signify a separation of the psychological ones from those which directly pertain to the area of social psychology proper. Considering the fact that Soviet psychology proceeds from the principle of activity, the specifics of social psychology can be defined as *the study of the laws of behaviour and actions of the people depending on the social group they belong to and the psychological characteristics of these groups*.

Social psychology did not realize its goals overnight.

The history of Soviet social psychology witnessed two stages of this discussion: the 1920s and the late 1950s – early 1960s.

It must be mentioned here how socio-psychological thought developed within the bounds of psychological science. The outstanding Soviet psychologist Lev Vygotsky played the most important role in this research. He dealt mostly with two groups of questions which are directly related to the development of social psychology.

On the one hand, it was the theory of higher mental functions which to a significant degree solved the task of clarifying the social determination of the psyche. Demonstrating that the higher mental functions (arbitrary memory, active attention, abstract thinking, volitional act) could not be considered immediate func-

tions of the brain, Vygotsky came to the conclusion that to understand the nature of these functions, it was necessary to go beyond the limits of the organism and search for the roots of these functions in social conditions. The understanding of social experience changes the *content* of mental life and creates new mental processes which assumed the form of higher mental functions that distinguish man from animal. In this way, the concrete forms of socio-historical activity become decisive in the scientific understanding of the formation of mental processes. Along with the idea of the historical origin of higher mental functions, Vygotsky expounded upon the idea of cultural-historical determination of the very process of development of all mental processes. Two famous hypotheses of Vygotsky (on the mediated character of man's mental functions and the origin of internal mental processes in originally "intermental" activity) allowed to make the conclusion that the main mechanism of mental development was one of mastering the socio-historic forms of activity. Such an interpretation of the problems of general psychology provided a solid materialist basis for the solution of specific socio-psychological problems.

On the other hand, in his works Vygotsky also solved more concrete problems of social psychology and, in particular, gave a new understanding of the subject matter of social psychology. The new understanding resulted from the criticism of Wilhelm Wundt's "peoples' psychology" provided the groundwork for this understanding. Social psychology or "peoples' psychology" as Wundt understood it, considered language, myths, customs, art and religion as objects of study. Vygotsky called these "clots of ideology", or "crystals". In his opinion, the task of a psychologist was not to study these "crystals" but the "solution" itself. However, the "solution" could not be studied in the way that Bekhterev suggested, i.e. by evolving a collective mentality from that of the individual. Vygotsky did not

agree with the viewpoint that social psychology should study the mentality of a collective personality. The mentality of the individual is also social and therefore is an object of research of social psychology. In this sense social psychology is different from collective psychology: social psychology focuses on the mentality of the separate individual and collective psychology – on personal psychology under conditions of collective manifestations (for instance, the church and the army).

At first place it seems that this position is substantially different from the contemporary view of social psychology as we conditionally formulated it above. But the distinction lies only in the terminology: Vygotsky compared “social” and “collective” psychology, not “general” and “social” (as is usually the case now). It is quite evident that social psychology to him was the same general psychology which adopted the idea of cultural-historical determination of mentality (in the terminology of the 1920s, this was the kind of general psychology which “has all become social”). By the term “collective psychology” Vygotsky designated the second aspect of the understanding of social psychology, which many psychologists in the 1920s were unable to see or else to which they were unable to find a realistic methodological approach in research. Therefore, we are justified in considering Vygotsky’s ideas of the 1920s and 1930s as a necessary precondition that emerged within psychological science and eventually led to a precise determination of the social psychology’s subject-matter.

The second stage of the discussion concerning the subject-matter in social psychology took place in the late 1950s and the early 1960s. Two circumstances started a new debate of this problem.

First, the requirements of practical activity were expanding. The problems of conscious regulation and management of social processes took on special significance. Basic economic, social and political problems

called for a more careful analysis of the psychological aspect of various manifestations of social life. Active inverse influence of consciousness on the course of objective processes had to be investigated in greater detail in the conditions of the scientific and technological revolution where the psychological, "human" factor assumes such a great role. The mechanisms of concrete interaction between society and the individual under these circumstances have to be investigated on a socio-psychological, as well as on a socio-logical level.

Secondly, the moment these problems were given a significantly greater amount of attention, there occurred profound changes in psychology itself. Soviet psychology has effected a radical reconstruction on the basis of Marxist-Leninist philosophy and has turned into a mature discipline disposing of solid theoretical works and varied practice of experimental research. The skills of the personnel increased significantly in both professional and methodological terms. The essential subjective prerequisites were thus created for new discussions of the destiny, subject-matter, tasks, methods of social psychology as well as its place in the overall system of sciences. The discussion of these issues on a new level had become both urgent and possible.

*Galina Andreeva. Social Psychology, Ch. 1, pp. 8-15*

## MOTIVATION THEORIES

Theorists in the study of motivation generally have concerned themselves with four basic questions representing stages in the processes assumed to be present in motivated behaviour. They are: what initiates action, what direction does such action take and why, how "strong" is the action and why does action terminate? By "action" is meant not only obvious movement, but also mental action: you can solve a problem in your head



without appearing to do so. Detailed discussion of the speculations each major theorist has made in an attempt to answer these questions would not be profitable. Instead, we shall select from them those aspects which seem to hold out most hope and worth for the teacher. However, to place the development of these theories in perspective, it is worth while to spend a few lines indicating the most prominent views which have survived in one form or another.

In trying to answer the questions posed above, several themes, which reappear throughout psychology, are in evidence. Is the *source* of action inborn (*biogenic* – having origins in inherent biological processes), acquired (*sociogenic* – having origins in social processes), a mixture of both, or irrelevant (Skinner)? Is the stimulus which “taps” the source internal (*intrinsic*) and/or external (*extrinsic*)? Is all human behaviour motivated by a stimulus (humans are seen as passive agents responding to biological or social stimulation) or are some actions performed for their own sake (exploration or play, in which humans are active agents spontaneously sampling the environment)?

There have been three broad lines of development during this century: *instinct*, *drive* and *need*, and *cognitive* theories.

### Instinct theories

Prior to the eighteenth century it was generally held that humans exercised complete control over their actions. As rational creatures they had the power to direct, redirect or inhibit their passions at will. These ideas were bound up with the early philosophies relating to religion and morals. Humans were seen as pleasure-seeking, pain-avoiding creatures (*hedonistic* outlook). Animals, on the contrary, were activated by instinct mechanisms which gave rise to fixed ways of satisfying animal needs. Darwin's *Origin of Species* (1859) thus came as a nasty shock to those who thought that hu-

mans and animals were completely unlike in their motives.

McDougall in 1908 saw the arguments of Darwin as confirmation of his "hormic" or *instinct theory*, which postulated that the actions of humans, as well as those of the animals to which humans are related, were the outcome of inborn *instincts*-innate, unlearned tendencies "which are essential springs or motive power of all thought and action". According to this theory, instincts have survival value for both the individual and the race: for example, gregariousness leads us to want to be with our own species and aggression drives us to preserve ourselves. The idea that humans were tied down to fixed patterns of behaviour was attacked heavily and McDougall modified his view by suggesting that humans were endowed with *propensities* rather than with animal instincts. Burt defined a propensity as a "complex inherited tendency, common to all members of a species, impelling each individual: (a) to perceive and pay attention to certain objects and situations; (b) to become pleasurable or unpleasurably excited about those objects whenever they are perceived; (c) thereupon to act in a way likely in the long run to preserve the individual by so acting".

The theory in its original form has very little support nowadays. Vernon was amongst many who had harsh things to say about human behaviour having its beginnings in inborn rituals of survival value. The main argument against the instinct theory was that human beings do not display stereotyped patterns of unlearned behaviour. One need only contrast the rigid antics apparent when a baby bird is being fed by its mother, or the courtship rites of many species of birds and animals, with similar events in humans to realize how unlike an instinctual drive our behaviour is. Only the simplest reflexes of humans are invariable in nature. Support for this stems from the work of social anthropologists, who claim that the dominant instincts of aggression, ac-

quisition and sex vary considerably from tribe to tribe. Again, our motives become so overlaid with secondary and acquired desires that it makes the theory of inherited tendencies impossible to validate. Allport recognized this and coined the phrase "functional autonomy" to describe the acquisition of new motives derived from more fundamental motives which ultimately become independent of the latter. Drug-taking, smoking or developing professional attitudes (high standards of craftsmanship) are examples of activities which continue to give satisfaction long after they have become divorced from the initial starting motive.

A revival of the concept of instinct as applied to humans has been brought about by the work of Lorenz and Tinbergen, two famous ethologists (students of animal behaviour in nature), but their findings remain of theoretical interest at present. Their main contention is that humans, being biological organisms and subject to evolutionary development like the rest of the animal kingdom, are possessed of instinctive urges which, if studied, would give a sound scientific basis to human behaviour. Aggressive behaviour has been of particular interest.

The theory of personality expounded by Freud, referred to as *psychoanalytical* (*depth psychology* or *psychodynamic*) theory, also contains references to instinctual drives. In Freud's latter theorizing he gave these drives the striking Greek titles of Eros and Thanatos, or the *life* and *death* instincts. The life instincts include sexual instincts (*libido* instincts), required for reproducing the species, and self-preservation instincts, relating to hunger and thirst which are required for life preservation and maintenance (*ego* instincts). Of the death instincts, only one was defined specifically by Freud—the aggressive, destructive instinct. He believed these instincts to be there at birth, a "cauldron" of instinctual energy referred to as the *id*. The constraints placed on the expression of these basic desires by conscious effort on the part

of individuals or as a result of social pressures, chiefly parental influences, lead to repression of the desires. The “taming of the passions” of the id is made possible by the *ego*, such that many *defence mechanisms* replace the immediate gratification of basic desires and the motive energy is used in more socially acceptable ways. Exclusion from the conscious mind of less desirable solutions to instinctive cravings does not mean that they have disappeared altogether. Freud creates the *unconscious* mind, which contains the traces of unpleasant and repressed memories. Later behaviour is influenced whenever circumstances similar to the original experiences occur, but the individual is not aware of the source of his or her behaviour. The root cause of motives will break through only in special circumstances such as hypnosis, dreams, drugs or in a psychotherapeutic session when the defences are down.

### Drive and need theories

The problem with instinct theory was that the arguments became circular and tied to inherited qualities. Anything humans did regularly was seen as a possible instinct, and the list grew to 6000 in the 1920s. By concentrating on the innateness of instincts, psychologists created a problem when it came to connecting them with physiological functions of the body.

In the 1930s, Cannon introduced the concept of *homeostasis* to represent the process by which the body attempts to regulate and protect the balance of physiochemistry in the tissues (food, water, oxygen, temperature of the body). Thus the body is “driven” into action to correct any imbalance. The *drive* is seen as the source of motivation resulting from homeostatic disequilibrium. Hull in the 1940s developed the notion of psychological drives arising from basic physiological needs and equated these by the process of homeostasis. The drives were

classified as *primary* and *secondary*. Primary drives are those immediately necessary for bodily survival (e.g. hunger, thirst, sexual behaviour). Secondary (or acquired) drives appear as by-products of the satisfaction of primary needs. Drive stimuli such as fear, money or tokens (cf. token economies in behaviour modification) are examples of secondary drives. Hull also suggested that, as drives are reduced when a goal is reached, the consequent drive reduction is said to be “rewarding” and habits are established.

The appeal of drive theory is its obvious correlation with physiological functions of the body. In Chapter 2 we showed some recent research which strongly suggests that parts of the hypothalamus are localized into “ap-petstat” centres, i.e. control of the body’s appetitive needs within survival limits. Centres discovered so far are hunger, thirst, sex, temperature, aggression and a “pleasure” site.

Since these early researches much time and effort has been expended in both speculating about and deriving primary and secondary drives. Murray and Cattell are amongst the most prominent to have derived models of motivational structure and deserve particular mention because their views have had some influence on psychological thinking in education.

Murray speculated about two broad groups of human needs, *viscerogenic* and *psychogenic*. The viscerogenic are the physiological survival needs mentioned previously. But the importance of Murray’s contribution lies in the psychogenic needs (or social motives), which, as we shall see, have had a marked influence on contemporary thinking. Twenty psychogenic needs were postulated, of which the need for achievement (n Ach), the need for affiliation (n Aff), the need for aggression (n Agg) and the needs for dominance (n Dom), play and understanding are, perhaps, the most widely used. These needs are said to be learned and culture-specific. The term “*need*” is used by Murray in a particular way,

meaning a tension or force that affects perception and action in such a way as to try to alter an existing unsatisfactory or unsatisfied situation. We are reminded here of Cannon's homeostatic imbalance.

Needs can be activated either by internal or, most commonly, by external stimuli. Arousal resulting from disequilibrium exerts a stimulating force referred to as 'press'. Thus, seeing another person being bullied is a press which brings out the need for aggression (or harmavoidance). An attractive career may be a press for n Ach.

The notion of social motives is still widely accepted. Some of the *culture-pattern* and *field* theories which have sprung into being in the past 40 years emphasize the influences of social pressures and patterns of culture on the developing child. Social anthropologists have already been mentioned. Their concern is the effect that culture patterns might have on the rearing of children and the subsequent behaviour patterns which arise from these motivational precursors.

The research of Harlow and Zimmerman is important in this context, as well as in illustrating the social development of young monkeys and the theory of *critical periods*, that is periods during which particular aspects of growth to maturation are most effectively developed. In these investigations newly born monkeys were placed with two substitute (or "surrogate") mothers. They were not live mothers but were made of wire and cloth. One was kept as a plain wire shape with a feeding bottle protruding at the front, whilst the other was surrounded by a soft material, though without a feeder. The young ones always preferred cloth surrogate mothers and would even cling to the cloth while reaching across to the wire model for milk. When frightened, the babies would leap on to the cloth rather than the wire surrogate. This response is said to give "contact comfort", which Harlow and his co-workers believe to be an essential basic need of young animals, including

human babies. There was some evidence of a *critical period* between roughly the 30th and 90th days after birth, when attachment became strong and security firm. Another important observation was the distorted emotional development of monkeys raised in wire cages or with wire mothers. The monkeys tended to be: (a) lacking affection; (b) lacking a will to co-operate; (c) aggressive; and (d) deficient in sexual responses to other monkeys.

Cattell, in his seminal *dynamic trait theory of motivation*, postulated a framework of interdependent factors called the dynamic lattice, using a technique known as factor analysis. Starting from a large number of measures by which human attitudes could be assessed (*devices*), he produced two basic motivational influences. One he called *ergs*—innate sources of reactivity to human needs such as food-seeking, mating, gregariousness, fear, self-assertion, narcissism (self-care), pugnacity and acquisitiveness. Note that the needs included in this list are both viscerogenic and psychogenic in Murray's terms: they go well beyond the physiological needs. The other influence he termed *sentiments* — acquired sources of reactivity to persons, objects and social institutions. Examples of sentiments already discussed are self-*self*-image (the desire to maintain a favourable image in the eyes of oneself and significant others, and comparable with the self-concept), superego (rule-abiding and maintaining a "moral" reputation), career, sweetheart/spouse, parental home, religion and sport.

### Cognitive theories

The two previous groups of theories, instinct and need-drive, place considerable emphasis on human beings as passive agents, pawns in nature's grand plan for the survival of the fittest. While some theorists acknowledge the role of secondary needs, which to some

extent are under the control of the individual, essentially they are regarded as linked to the primary needs, which are rarely in one's consciousness (e.g. we don't sit down to a meal with our minds fixed on the need to nourish the body tissues).

Cognitive theorists hold that the intervention of human thinking has a substantial influence on our motivations (hence *cognitive* theories). A person's awareness of what is happening to him or her has an important effect on future behaviour in similar situations. Perceiving, interpreting, selecting, storing and using information from the environment are crucial processes which affect our present and future motivation. In fact, this view has a lot in common with the field of information processing. Thus environmental information is perceived and processed in such a way as to have an impact on future parallel events.

As an illustration of the way our reaction to an event could be tempered by previous experience and our present perceptions, take a question-and-answer session in class. A particular child's willingness to respond (stressing that humans have a choice and do not simply react mechanically) will depend on many experiential and circumstantial factors, e.g. what has happened previously when answering a particular teacher, how difficult the questions are, how other children view those who are willing to answer questions, and so on. It will be observed that the influences quoted here are environmental/ social.

One advanced cognitive theory was expounded by Rotter. Three basic concepts are *behaviour potential*, *expectancy* and *reinforcement value*. Behaviour potential is the likelihood that a person will respond in a given situation in order to receive reinforcement. This likelihood of a person reacting in a given setting will depend on that person's expectation of a reward, i.e. reinforcement, and the value that person places on the reward. The expectations are that certain kinds of action (be-



haviours) will give rise to corresponding outcomes which will reward (or punish). The likelihood of a pupil completing homework set in a lesson will depend, in part, on how much the pupil values the rewards which accrue from completing it, e.g. mastering the work, praise from the teacher, achieving a good grade, learning for some future important exam, pleasing parents who value work at home, etc.

Another concept of *locus of control* by Rotter has been developed in recent years. A person grows to believe that his or her own actions will bring about reinforcements he or she values most. This is referred to as *internal control*. Examples of internally controlling factors are personal competence and effort. The logic of this statement is self-evident: a person who is competent at something (e.g. mathematics) and likes doing it is most likely to succeed by his or her own efforts and be reinforced-and knows it! *External control*, that is, reinforcement which is beyond the control of an individual, is exemplified by luck or by the difficulty of the task. These are not within the control of an individual.

This approach must not be confused with Skinner's behaviourist view which also highlights the influence of the environment as a source of stimulation and reinforcement. Although Rotter uses terms familiar to behaviourists (extinction, reinforcement), the fundamental distinction between Rotter and Skinner lies in Rotter's emphasis on a situation having *meaning* for a person in order to initiate and guide subsequent behaviour, that is, he introduces elements of conscious control. For Skinner this excursion into consciousness is irrelevant.

A line of argument presented by some cognitive psychologists suggests that activity by humans need not be the result of a stimulus (homeostatic need, pain, external incentive, etc.). Berlyne refers to *ludic* behaviour (actively seeking out particular kinds of external

stimulation or images and thoughts without first having received a stimulus). Curiosity, exploratory behaviour and play have been used synonymously with the term. McV. Hunt also rejects the idea that "all behaviour is motivated and organisms become inactive unless stimulated by homeostatic need or painful stimulation or conditional stimuli". He prefers to think of organisms as "open systems of energy exchange which exhibit activity intrinsically and upon which stimuli have a modulating effect, but not an initiating effect". The evidence for this is quite convincing, and it has led several psychologists to the conclusion that, even when a person is entirely satisfied (in terms of primary and secondary needs), there is still a desire to be active and explore. Knowledge of one's environment is sought for its own sake.

One further concept espoused by cognitive theorists is the notion of *cognitive imbalance* or *dissonance*. In fact, this idea of imbalance runs throughout psychology in one form or another. Piaget uses the term "equilibration"; Bruner speaks of "mismatch". Cognitive dissonance, developed by Festinger, involves the creation of tension when we have two or more psychologically incongruous events (beliefs, attitudes, etc.). Festinger's basic theme is concerned with the motivational value of tension which accompanies "dissonance". Dissonance, according to Festinger, occurs when we are aware of differences between the related "elements" in a situation. If a child who regularly does well in the school football team has a bad day, dissonance arises because of the incongruity between previous experience and present performance. The tension arising from the dissonance may be dissipated in a number of ways.

Dennis Child. "Psychology and the Teacher",  
3rd ed., 1981, pp. 33-39

## CREATIVITY

The ability to juxtapose ideas in a new and unusual way to find solutions to problems, create new inventions, or to produce works of art.

Any human endeavor can involve creativity and is not limited to just the arts. Numerous theories of creativity were proposed by twentieth-century psychologists, educators and other social scientists. Howard Gruber, who worked to understand creativity by studying the lives of famous innovators, found broad common characteristics: (1) they were engaged in a variety of activities within their chosen fields; (2) they held a strong sense of purpose about their work; (3) they had a profound emotional attachment to their work; and (4) they tended to conceptualize problems in terms of all encompassing images. Graham Wallas's 1962 study of well-known scientists and other innovators yielded a widely-used four-stage breakdown of the creative process. The preparation stage consists of formulating a problem, studying previous work on it, and thinking intensely about it. In the incubation stage, there is no visible progress on the problem; it may be periodically "mulled over", but it is largely left dominant, allowing subconscious ideas about it to emerge. In the illumination stage, an important insight about the problem is reached, often in a sudden, intuitive fashion. In the final, or verification stage, the idea is tested and evaluated.

Creativity differs from the kinds of abilities measured by standard intelligence tests. Creative people tend to have average or above-average scores on IQ tests. Beyond an IQ of 120, there is little correlation between intelligence and creativity. J.P. Guilford first distinguished the thought processes of creative people from those of other people in terms of convergent and

divergent thinking. Convergent thinking – the type required for traditional IQ tests – involves the application of logic and knowledge to narrow the number of possible solutions to a problem until one's thoughts “converge” on the most appropriate choice. In contrast, divergent — the kind most closely associated with creativity and originality – involves the ability to envision multiple ways to solve a problem. Guilford identified three aspects of divergent thinking: fluency entails the ability to come up with many different solutions to a problem in a short amount of time; flexibility is the capacity to consider many alternatives at the same time; and originality refers to the difference between a person's ideas and those of most other people.

Special tests, such as the Consequences Test, have been designed to assess creativity. Instead of based on one correct answer for each question, as in conventional intelligence tests, the scoring on these tests is based on the number of different plausible responses generated for each question, or the extent to which a person's answers differ from those of most other test takers. Typical questions asked on such tests include “imagine all of the things that might possibly happen if all national and local laws were suddenly abolished” and “name as many uses as you can think of for a paper clip.” While divergent thinking is important to the creative process, it is not the sole element necessary for creative achievement. Researchers have found little correlation between the scores of fifth and tenth graders on divergent thinking tests and their actual achievements in high school in such fields as art, drama and science.

It appears that creative accomplishment requires both divergent and convergent thinking. Originality is not the only criterion of a successful solution to a problem; It must also be appropriate for its purpose, and

convergent thinking allows one to evaluate ideas and discard them if they are inappropriate in the light of existing information. In addition, studies of people known for their creative accomplishments show that certain personality traits that may be impossible to measure on a test – such as motivation, initiative, tolerance for ambiguity, and independent judgment — are commonly associated with creativity. Other traits known to be shared by highly creative people include self-confidence, nonconformity, ambition and perseverance. Albert Einstein (1879-1955) once remarked that for every hundred thoughts he had, one turned out to be correct.

In a 1986 study, a group of researchers identified three essential criteria for creative achievement: expertise in a specific field, which must be learned; creative skills, including divergent thinking; and the motivation to engage in creative activity for its own sake regardless of external reward. In this study, terms created by people who were told that their work would be judged and possibly rewarded for creativity were found to be less creative than the results produced by those who were simply asked to work on a project with no prospect of external reward.

Creativity does not appear to be inherited. Studies with identical twins raised separately show that environmental influences play at least as great a role in the development of creativity as intelligence. Creative skills of identical twins reared apart vary more than their intellectual abilities. Studies have shown that reinforcing novel ideas in both children and adults leads to increased creativity. The originality of block arrangements produced by four-year-olds increased dramatically when novel designs were praised by adults; when this positive reinforcement was stopped, the children reverted to producing unimaginative patterns.

Other studies have used similar techniques to boost creativity scores of fifth graders, the originality of stories written by sixth graders, and increased the ability of college students to produce novel word associations. One interesting finding in studies such as these is that positively reinforcing one kind of creative activity encourages original thinking in other areas as well. The play of children is closely related to the development of creativity. The sensory stimulation that results from exposure to new objects and activities reinforces the exploratory impulse in both children and adults and results in an openness to new experiences and ideas that fosters creative thinking.

Schools as well as families can encourage creativity by offering children activities that give them an active role in their learning, allow them freedom to explore within a loosely structured framework and participation in creative activities for enjoyment rather than an external reward.

*Gale Encyclopedia of Psychology, 2<sup>nd</sup> ed., Gale Group, 2001*

## **COMMUNICATION AS AN EXCHANGE OF INFORMATION**

Communication in the narrow sense of the word refers to the fact that, in the course of joint activities, people exchange various proposals, ideas, interests, moods, emotions, sets, etc. All of this can be considered as information, allowing the process of communication to be understood as a process of the exchange of information. In many aspects of socio-psychological knowledge, the entire process of human communication is interpreted in terms of the theory of information. However, such an approach cannot be considered as methodologically correct, since highly important

characteristics as, for example, *human communication* are omitted which are not reduced only to the process of transferring information. Still another substantial oversight here is that in this approach basically only one direction of the flow of information is considered, namely, the one from the communication to the recipient. Only the formal aspect is analysed when human communication is investigated from the point of view of the theory of information; the way in which the information is *communicated*, but in actual fact, under the normal conditions of human communication, information is not only communicated, but also *formed, improved and developed*.

Therefore, in including the potential for the application of certain positions of the theory of information in describing the communicative aspect of communication, it is necessary to place precisely all the accents and to reveal the specifics in the very process of the information exchange going on in communication.

First, communication cannot be considered as the dispatch of information through some sort of transmitting system or as its reception by another system because, unlike the "simple movement of information" between two systems, between two contraptions, we are here involved with the *relations* between two individuals, both being *active subjects*: their mutually informed state presupposes an adjusting of joint activities. This means that each participant in the communicative process also presupposes the activity of his partner. He cannot consider him simply an object. The other participant also appears as a subject and hence it is necessary, while directing the information towards him, orientate, on him, i.e. his motives, goals and attitudes must be analysed ( in addition to the analysis of one's own goals, motives and attitudes, of course). In such an instance it is necessary to presume that the answer to the information sent forth will be new information sent back by the partner. Therefore, in the commu-

nicative process an active exchange of information takes place rather than just a simple "movement of information". According to Jaromir Janousek, the main "increase" in a specifically human exchange of information is found in the special role the *significance of information* plays for each participant. Information acquires significance because people do not simply "exchange" meanings but attempt to derive some general sense from the exchange. This is possible only under the condition that the information is not simply received but also comprehended. Therefore each communicative process represents a unity of activities, communication and knowledge.

Secondly, the character of the exchange of information between people is different from the exchange of information between cybernetic devices because partners can have influence upon each other through a system of signs. In other words, an exchange, of such information necessarily presupposes an influence on the behaviour of the partner, that is, the sign changes the condition of the participants of the communicative process. The communicative influence arising here is nothing other than the psychological influence of one communicant on another with the purpose of changing his behaviour. The effectiveness of communication is measured by the success of this influence. This, in a definite sense, signifies the change of the *type of relations* which formed between the participants in communication. Nothing of the kind takes place in "pure" information processes.

Thirdly, the communicative influence as a result of an exchange of information is possible only when a person sending the information and a person receiving the information possess either *the same or similar systems or coding and decoding*. In everyday language, this rule is expressed in the phrase, "everybody must speak the same language". This is especially important in the light of the fact that the communicator and recipient



in the communicative process are constantly changing places. Any exchange of information between them is possible only under the conditions of the intersubjectivity of the sign, i.e. if the signs and, more importantly, the meanings fixed in them are known to all participants in the communicative process. Only by the acceptance of a single system of meaning can the mutual understanding of the partners be ensured. Social psychology borrows the linguistic term "thesaurus" for the description of this situation, signifying a common system of meanings accepted by all members of the group. But even knowing the meaning of the same words, people can have a different notion about them. Social, political and age differences are all potential reasons for this. Lev Vygotsky noted that "the idea is never equal to the meaning of the word". Therefore, in speech forms of communication the participants must possess an identical understanding of the situation of communication as well as identical lexical and syntactical systems. This is possible only with the inclusion of communication in a certain general system of activities.

Finally, specifically *communicative barriers* may arise in human communication. These barriers are not in any way connected with vulnerable positions in channels of communication or with errors in coding and decoding. They possess a sociological and psychological character. On the one hand, such barriers can arise due to the absence of a common understanding of the situation of communication, caused not merely by the various "languages" of the participants in the communicative process, but also by the distinctions of a deeper nature, existing between partners. These distinctions can be social, political, religious and professional, providing for different interpretations of the same concepts used in the process of communication, as well as various world outlooks. Such barriers are caused by objective social reasons, such as the member-

ship of the partners in different social groups. When such distinctions surface, the inclusion of communication in a wider system of social relations comes into the limelight. The process of communication is, of course, realized despite the existence of these barriers; even military enemies conduct negotiations. But the whole system of the act of communication is complicated to a significant degree because of these barriers.

On the other hand, barriers in communication can have a more obviously expressed psychological character. They can arise on account of the individual psychological peculiarities of the communicating persons (excessive timidity, reticence of insociability, for instance), or due to a special type of psychological relations formed between them: hostility towards each other, distrust, and so on. In this instance, the connection between *communication* and *relation* absent in cybernetic systems, emerges rather distinctly. This posits the question on learning the rules of communication, in socio-psychological training.

The stated peculiarities of human communication do not allow it to be considered only in terms of the theory of information. Certain terms of the given theory used for the description of this process require to be reconsidered. However, this does not exclude the possibility of borrowing some concepts from the theory of information. The concept of the "purposefulness of signals" can be used, for instance, in the construction of a typology of communicative processes. In the theory of communication this term can be divided into a) the *axial* communicative process, when the signals are directed towards a single receptor of the information, that is, towards individual people, and b) the *retial* communicative process, when the signals are directed towards a large number of addressees. The research of retial communicative process acquires a special significance in the conditions of scientific and technologi-

cal revolution in connection with the huge development of mass information. In this instance, a social orientation of the participants as well as the simple transfer of communication takes place, since the dispatching of the signals to the group forces the recipients to realize their belonging to the group. The ability of communication to create such an orientation testifies to the fact that the essence of the given process cannot be described only in terms of the information theory. The distribution of information in society goes through a unique "filter" of "trust" and "distrust". This filter works in such a way that absolutely true information can be considered unacceptable and false information, acceptable. It is extremely important psychologically to explain under what circumstances one channel of information or another can be blocked by this filter. On the other hand, the means exist to aid in the acceptance of this information and to weaken the operation of the filters. Fascination fills this role, creating a certain supplementary "background", on which the basic information takes precedence, since the "background" partially overcomes the filter of "mistrust". An example of fascination might be speech accompanied by music or light effects.

The information origination with the communicator can take on two forms: motivational and ascertaining.

*Motivational information* is expressed in orders, advice and requests. It is formulated in order to stimulate some sort of action. Stimulation can assume various forms. It can be *activation*, i.e. inducement to an action in a set direction; *interdiction*, i.e. also inducement but of a kind that prohibits unwanted types of activity, and *destabilization*, the discord or disruption of certain autonomous forms of behaviour or activities.

*Ascertaining information* emerges in the form of communication. It is found in different educational systems and does not presuppose an immediate change

of behaviour, although in the final account, the general rule of human communication applies in this instance, too. The character of communication itself can vary: it can be extremely "neutral" or presupposing an active position of the communicator.

The transfer of any information is only possible through the use of signs, more precisely a *system of signs*. There are several systems of signs applied in the communicative process and the classification of communicative processes can be effected in relation to these systems. Verbal communication (the system of signs using speech) and non-verbal communication (the system expressed through unspoken signs) are two groups in a somewhat rough division. The research of recent years has provided a wealth of material in regard to the forms of non-verbal communication. Presently, there are four forms that can be set off: kinetic, paralinguistic, proximic and visual communication. Each of these groups has its own system of signs and therefore, for all practical purposes, there are five types of communicative processes.

*Verbal communication* uses human speech as its system of signs. It is a system of phonetic signs which includes two principles: lexical and syntactical. Speech is the universal means of communication, because during the transfer of information through speech, the least amount of meaning is lost. A high degree of communality of the awareness of the situation is necessary in this instance on the part of all participants in the communicative process. The coding and decoding of information is realized by means of speech. The communicator codifies information in the process of speaking, and the recipient decodes it in the process of listening.

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